CANDIDATE WORK SAMPLE

ASSIGNMENT INSTRUCTIONS AND RUBRIC

Candidate Work Sample Instructions

The Candidate Work Sample (CWS) is the "Capstone Project" for all NAU student teachers. **The CWS is documentation of your planning and reflecting on a 3–5 lesson sequential unit.**

Purpose: The purpose of the Candidate Work Sample is **to provide a writing sample that articulates the evidence of how your teaching impacts student learning.** You will analyze data and critically look at the learners' background to appropriately differentiate instruction to meet the needs of your learners. Thinking critically about your evidence (results), this writing sample will reflect your analysis of quality instruction.

The objectives of this assignment are to demonstrate the teacher candidate's ability to:

1. Analyze learner background and available technology.
2. Select standards and objectives aligned to the classroom curriculum.
3. Develop/adapt appropriate assessment tools.
4. Create/modify lessons and instructional delivery in response to learner needs.
5. Analyze formative and summative assessment data to reflect on learner outcomes and the instructional process.
6. Write clearly, including correct grammar, spelling, and syntax.

Reflective analysis is an expectation of a professional educator to ensure student learning. This process will create habits that you will use in your teaching practice to deliver quality relevant instruction and to grow professionally.

- This project reflects your work ethic and the professional skills, attitudes, and content knowledge that you have obtained during your pre-service career.
- Submissions should be clear, thorough, and factual.
- Because you will share authentic experiences within the Candidate Work Sample documents, **maintaining learner anonymity is required.** You may include **first names or initials of students only**. The use of fictitious names is permitted; however, this must be noted within the document.

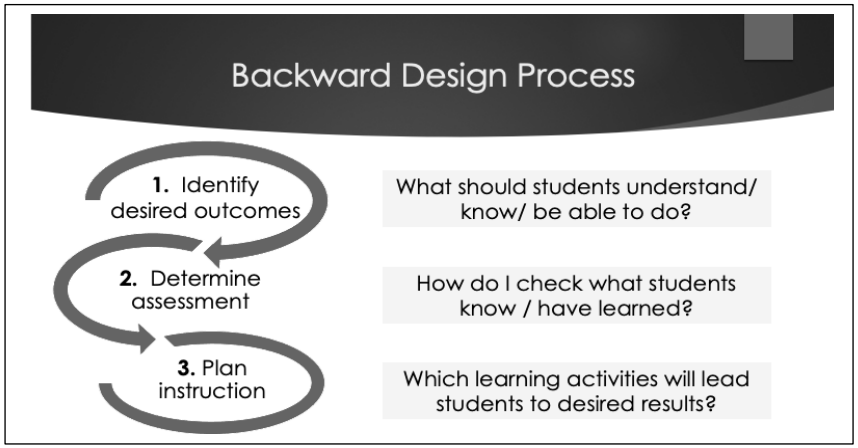
Overall Expectation: All Candidates **must** pass the CWS per the Student Teaching course syllabus prior to graduation from Northern Arizona University**.**

Format: The teacher candidate will consult with the cooperating teacher (when applicable) to select a **unit/subunit of study (series of 3-5 sequential lessons)**. The CWS unit must include a summative **assessment tool** which will be administered as a pre- and post-assessment. Formative assessments must also be integrated throughout the unit.

The CWS unit should be in the initial content area or class period that you transition into during Phase I of student teaching. The CWS unit should be taught at the end of phase II/early in phase III and all CWS assignments must be submitted by the end of Phase III of student teaching *(see submission timeline below).* You may work ahead of the recommended timeline on this project; however, **all parts must be completed thoroughly and sequentially**.

Process: The CWS project requires candidates use "backward design" for planning the unit.
It is important to understand and follow this process:

1) Identify desired outcomes (objectives)
2) Determine/design assessment to measure learner mastery of objectives (pre-/post-assessment).
3) Plan instruction based on pre-assessment data (lesson plans with specific activities/strategies).



CWS Sequence:

The teacher candidate must complete the following in order:

1) identify teaching context, learner background, and available technology. **(Part I)**
2) consult with cooperating teacher *(when applicable)* to identify **specific content** *(skills/concepts)* for a 3 – 5 lesson, sequential unit/subunit to teach at the midpoint of the placement*. **(Part 2)** *(*See submission timeline.)*
3) identify relevant standards and determine specific unit objectives *(desired learner outcomes)*. **(Part 2)**
4) design a summative assessment tool to be administered as a pre- and post-assessment to measure learner mastery of objectives. **(Part 2)**
5) administer pre-assessment to determine learner mastery levels. *(Your assessment tool needs to be approved by your evaluator and you should plan to administer the pre-assessment at least a week before teaching to allow time to plan your unit based on learner mastery data.)*
6) **design unit lessons based on unit objectives, identified learner needs, and pre-assessment data. (Part 3)**
7) teach CWS unit at the end of phase II/early in phase III*. *(*See submission timeline.)*
8) administer post-assessment.
9) reflect on instruction **(Part 4).**
10) present pre- and post-assessment data; reflect on learner outcomes **(Part 5).**

All CWS assignments should be submitted by the end of Phase III*. *(*See submission timeline.)*

Criteria: Each part of the CWS project has an assignment document with guiding prompts. Read all instructions and scoring criteria before responding to each prompt. Responses are expected to be organized, focused, and succinct with direct alignment to the rubric indicators.

The CWS must demonstrate proper English usage, including correct grammar, spelling, and syntax in writing the narrative (refer to Indicator 19 on the rubric). In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style/conventions as accepted by the profession. Editing for all documents should be sought by an outside resource prior to submission. Using a resource such as **Grammarly** can be very helpful as can reading your work out loud. Assignments submitted with significant writing errors will be returned without scoring and revision will be required.

Utilize the **NAU Writing Commons** (https://in.nau.edu/university-writing-commons/) or find a qualified editor if you have concerns about your writing. **Do not ask your cooperating teacher or university supervisor to edit your work.**

Communication: **Candidates must communicate with their CWS Evaluator** for due dates and assignment resubmissions (if needed). A notification email will be sent to the candidate's NAU email inbox for past due submissions. The Candidate's University Supervisor and Director of Fieldwork Experiences will be copied on the email. Communicate with your CWS Evaluator via the CWS BbLearn shell or through NAU email.

Getting Started: **After reading instructions for each part (below), complete the quiz in the CWS course shell in Canvas by the end of week one of your placement.** Your CWS course shell will not open until the quiz has been successfully completed. Within this quiz, you will provide the following:

- School name, cooperating/mentor teacher's name, grade level/content areas (i.e., math, Biology, etc.)
- Student teaching placement start date
- Your specific CWS assignment submission due dates as determined by the CWS timeline (actual dates vary by candidate).
- Your University Supervisor's name and email address

CWS Submission Timeline/Scoring Criteria:

16-week placement CWS assignment submission timeline (CWS unit should be taught between weeks 8-10)

Assignment	Submit by the end of:	Points Possible	MINIMUM Points Required
CWS quiz	**week 1**	**- -**	**Completion required**
Part 1: Identification of Learning/Learner Characteristics:	**Phase I/week 3**	6	4
Part 2: Evaluation of Prior Knowledge/Skills	**week 5**	9	6
Part 3: Planning Instruction	**week 10**	15	10
Part 4: Instructional Decisions: Monitoring and Adjusting	**week 12**	18	12
Part 5: Instructional Data and Analysis/Unit Reflections	**Phase III/week 14**	18	12
	TOTALS	**66**	**44**

8-week (dual) placement assignment submission timeline (CWS unit should be taught between weeks 4-6)

Assignments	Submit by the end of:	Points Possible	MINIMUM Points Required
CWS quiz	**week 1**	**- -**	**Completion required**
Part 1: Identification of Learning/Learner Characteristics:	**week 2**	6	4
Part 2: Evaluation of Prior Knowledge/Skills	**week 4**	9	6
Part 3: Planning Instruction	**week 5**	15	10
Part 4: Instructional Decisions/Monitoring and Adjusting	**week 6**	18	12
Part 5: Instructional Data and Analysis/Unit Reflections	**Phase III/week 7**	18	12
	TOTALS	**66**	**44**

*** All Parts of the CWS must be submitted by the end of Phase III.**

Evaluation of each Part:
Each Part has instructions and is aligned to the scoring rubric; **reference the rubric to ensure you are including the required content**. Submit each CWS assignment into the appropriate link within Canvas per the CWS submission timeline**.**

Your CWS Evaluator will complete an evaluation for each section through Qualtrics. You will receive the results in your NAU email as well as feedback on your submission within Canvas. Open and read the **completed rubric and feedback** to know if you met the expectations**.** If you do not meet the minimum score requirements, you will be required to revise and resubmit before proceeding to the next section.

Scoring: A passing score for each section of the CWS assignment is required. Strive to achieve a score of "3" for each indicator. To proceed, you must earn an average of "2" with no more than one "1" and no "0's". **The minimum total passing score for Parts 1-5 is 44/66 points.**

Levels of Development: There are four levels of development for a pre-service teacher candidate. **The expectation is that a candidate demonstrates a consistent level of development denoted by an overall "2" average with no more than one "1" in each rubric part.** No "0's" on any indicator in each of the five parts is acceptable. If you earn a "0" on any indicator, you must seek assistance and revise for resubmission. If your CWS does not meet the minimum scoring criteria by the final due date, you will be referred to your program for remediation, advisement, and next steps.

"0"	**Does Not Meet Criteria**	Candidate does not provide information associated with indicator.
"1"	**Developing**	Candidate relies on external feedback and input to guide practice of planning, teaching, assessing, and analyzing student learning. Candidate struggles with integrating theory to the practice of teaching.
"2"	**Meeting**	Candidate demonstrates initiative to intentionally plan, teach, assess, and analyze student learning. Candidate demonstrates an understanding of integrating theory to practice to impact student learning.
"3"	**Exceeding**	Candidate demonstrates confidence in planning, teaching, assessing, and analyzing student learning. Candidate provides evidence of integrating theory to practice leading to a positive impact on student learning. Candidate demonstrates a uniquely innovating level of practice, student engagement and learning.

Guidelines for completing the CWS: If you are a College of Education, Music, or PE major, you will need to work within these guidelines.

- Early Childhood or Elementary and Special Education dual majors complete one assignment during **the special education placement.**
- Early Childhood majors complete one assignment during the **elementary placement**.
- ECI 576 Master's Candidates complete one assignment during their student teaching experience.
- TIPP Candidates complete one assignment during their final semester of their student teaching experience.
- Music majors will communicate with their CWS evaluator for "best" placement option.
- PE majors will complete the CWS during the **1st placement.**

Candidate Work Sample Scoring Rubric

Instructions – Part 1: Identification of Learning/Learner Characteristics

After speaking with your cooperating teacher and observing your classroom, thoroughly respond to the Part 1 prompts on the **provided assignment document;** do not remove the prompts from the template. Embed your responses in paragraph format (*12 font/double spaced*) adhering to all written conventions. **The scoring criteria has been provided in the CWS rubric below.**

Describe the following in this section:

- **Demographic information of your community, school, class, and individual students that might affect student learning.** Classroom information can be provided by your cooperating teacher. General information about the community/school should be available online; it is not appropriate to ask school personnel to provide this information.
- **Specific needs in your classroom/chosen student population related to learner development** (i.e., diversity, Special Education IEPs, 504s, ESL students, gifted program students, remedial class, etc.). You may only include **first names or initials** of students (or assign numbers/fictitious names.)
- **Characteristics beyond the classroom which impact your learners** (i.e., family or social situations/issues, access to technology at home, etc.).
- **Technology resources available in your classroom you may be able to utilize for completion of the CWS unit.**
- **How technology tools are used to *measure* and *support* student learning in your classroom** (or how you would integrate technology in a future classroom if technology is not available).

Rubric - Part 1: Identification of Learning/Learner Characteristics

InTASC Standards 1, 7

Indicators	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
1. **Identification of information about the learning-teaching context including details about the community, school, class, and individual students.** (InTASC 1h; 1k)	The candidate identified **all** the demographic information and "real" knowledge (i.e., beyond what is published on the district's website) of the **community, school, class, individual students, and students' family life**. *(Examples regarding family life: Will students be able to complete homework? Are parents supportive and involved? Are there family situations that could impact learning?)*	The candidate identified **some** of the **demographic information** and "real" knowledge (i.e., beyond what is published on the district's website) of the **community, school, class, and individual students**. The candidate **somewhat** considered the learning-teaching context to describe how to integrate technology and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.	The candidate identified limited **demographic information** about the community and listed the **name of the school**. The candidate considered **limited** learning-teaching context to describe how to integrate technology and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.	The candidate did not provide any demographic information of the community, school, class, and individual students. The candidate did **not** consider the learning-teaching context to describe how to integrate technology and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.

	The candidate considered the learning-teaching context to describe how to integrate technology and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.			
EVALUATION – Writing Quality				
Indicator	**Exceeds = 3**	**Meets = 2**	**Developing = 1**	**Does Not Meet Criteria = 0**
19. Writing • *Correct use of grammar* • *Correct use of spelling and mechanics* • *Writing and flow convey intended meaning.*	**Very few or no patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	**Some patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	**Many patterns** of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Minimum passing score for Part I: 4/6 points				

Instructions - Part 2: Evaluation of Prior Knowledge/Skills

Thoroughly respond to the Part 2 prompts on the **provided assignment document;** do not remove the prompts from the template. Embed your responses in paragraph format (*12 font/double spaced*) adhering to all written conventions. The scoring criteria has been provided in the CWS rubric below. **Assessment tool examples are included in the CWS Resources folder**.

Completing Part 2 successfully according to the timeline is essential.
***Do not administer your assessment prior to receiving approval from your CWS evaluator. You will need to plan ahead for this.**
Plan to administer your pre-assessment at least a week before teaching the unit to allow time to plan.

Reminder: *No specific lesson information is included with Part II*. Instructional activities and sequence will be determined based on pre-assessment results and submitted with part IIIa prior to teaching your unit.

To complete this section:

- **Collaborate with your cooperating teacher** (if applicable) **to:**
  - **determine the specific content** (topic/skills) **for a 3-5 lesson unit/subunit you can teach at the midpoint of your placement** *(refer to timeline).*
  - identify the *AZ Career and College Readiness Standards* (Arizona Department of Education, 2014) (or other content-specific standards) and specific **learning objectives** (desired outcomes) for the unit. *Include the source of standards per the rubric examples*.
  - identify how the selected standards/objectives relate to the class curriculum plan.
- **Design or modify a summative assessment tool** that will be used as **both a pre- and post-assessment. ***
- **Identify** how your assessment is an effective measurement tool and aligns to the identified standards and objectives.
- **Include your assessment instrument** with your Part II submission. The assessment tool must be submitted as a **document**, *not a link*.

** The pre-assessment should be administered prior to designing any lessons for the unit. The post-assessment is to be administered at the end of the unit.*

To be considered a quality measure, the assessment tool must:

- Align to the learning objectives/state or national standards.
- Have clear, unambiguous instructions.
- Be concise and focused only on specific unit content.
- Include an **answer key** to demonstrate learner mastery criteria. *
  *If the assessment includes production-based items (e.g., portfolio, short essay, creative written product, assessment of speaking, art product, musical performance), a **scoring rubric** must also be included to determine student mastery.
  - Activities such as KWL charts are not an appropriate assessment for the CWS unit.
  - Avoid true/false, matching, and multiple-choice questions as they may not provide accurate learner mastery data.

EVALUATION – Part 2: Evaluation of Prior Knowledge/Skills				
InTASC Standards 1, 7				
Indicators	**Exceeds = 3**	**Meets = 2**	**Developing = 1**	**Does Not Meet Criteria = 0**
2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan that demonstrates they were chosen in collaboration with Cooperating Teacher. (InTASC 7g)	The candidate listed standards/objectives that included **extremely clear** evidence of collaboration with the Cooperating Teacher to ensure the objectives were aligned to the overall class or grade level curriculum plan. The candidate provided **extremely clear** evidence that the timing of instruction was appropriate in relation to the overall class or grade level curriculum plan. The candidate **always** noted sources of standards/objectives. (Examples of sources: AZ Career & College Readiness Standards, NETS*Students, Next Generation Science Standards, International Society for Technology Education (ITSE) Standards for Students).	The candidate listed standards/objectives that included **somewhat clear** evidence of collaboration with the Cooperating Teacher to ensure the objectives were aligned to the overall class or grade level curriculum plan. The candidate provided **somewhat clear** evidence that the timing of instruction was appropriate in relation to the overall class or grade level curriculum plan. The candidate **sometimes** noted the source of standards/objectives. (Examples of sources: AZ Career & College Readiness Standards, NETS*Students, Next Generation Science Standards, International Society for Technology Education (ITSE) Standards for Students).	The candidate listed standards/objectives, but the candidate provided **vaguely clear** evidence that the objectives were aligned to the class or grade level curriculum plan. The candidate provided **vaguely clear** evidence that the timing of instruction was appropriate in relation to the overall class or grade level curriculum plan. The candidate **seldom** noted the source of standards/objectives.	The candidate did not list or discuss any standards and/or objectives.
3. Description of pre/post assessment (including evidence of how the assessments are good measures), and how they are explicitly aligned to	The candidate presented and described **multiple examples** of evidence that the pre- and post-assessments designed and evaluated by the candidate are good measures and they are aligned to	The candidate presented and described **some examples** of evidence that the pre- and post-assessments designed and evaluated by the candidate are good measures and they are	The candidate presented and described **a few examples** of evidence that the pre- and post-assessments designed and evaluated by the candidate are good measures and they are aligned to	The candidate did not include a pre- or post-assessment instrument.

selected learning standards/objectives. (InTASC 1a)	selected learning objectives and standards.	aligned to selected learning objectives and standards.	selected learning objectives and standards.	
EVALUATION – Writing Quality				
Indicator	**Exceeds = 3**	**Meets = 2**	**Developing = 1**	**Does Not Meet Criteria = 0**
19. Writing • *Correct use of grammar* • *Correct use of spelling and mechanics* • *Writing and flow convey intended meaning.*	**Very few or no patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	**Some patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	**Many patterns** of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Minimum passing score for Part 2: 6/9 points				

Instructions - Part 3: Planning Instruction

Thoroughly respond to the Part 3 prompts on the **provided assignment document;** do not remove the prompts from the template. Embed your responses in paragraph format (*12 font/double spaced*) adhering to all written conventions. The scoring criteria has been provided in the CWS rubric below. **A CWS lesson plan template is provided in this section of the CWS course shell.**

For this section, reflect on the design of your 3-5 lesson unit: (*Before* teaching the unit.)

- Explain how **learner needs and pre assessment data** informed instructional decisions.
- Identify what **instructional strategies** will be used to promote learner engagement.
- Describe how instruction is **sequenced** to support the lesson objectives and to accommodate learner knowledge/skill levels.
- Identify how **technology resources will be integrated within the unit***.
- **Complete and submit 3-5 lesson plans for the CWS unit of instruction** using the provided template in the CWS course shell.

*If no or limited technology is available, identify resources that can be used for future instruction.

EVALUATION – Part 3: Planning Instruction - Indicators 4, 5, 6, 7, 8, 19

InTASC Standards 3, 4, 5, and 7– Categories I, II, and III

Indicators	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
4. Listing of standard/objective and instructional strategies and assessment for each instructional day and each lesson plan. *[Attributes: Clarity and Accuracy of alignment to Instruction and Assessment]* (InTASC 4n)	The candidate's presentation of standards and objectives was **extremely clear**. The standards and objectives **clearly aligned** to instruction and assessments selected by the candidate.	The candidate's presentation of standards and objectives was **somewhat clear**. The standards and objectives **somewhat aligned** to instruction and assessments selected by the candidate.	The candidate's presentation of standards and objectives was **vaguely clear**. The standards and objectives **vaguely aligned** to instruction and assessments selected by the candidate.	The candidate **did not** list or align any standards, objectives, or instructional strategies.
5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and	The candidate's narrative was **extremely** detailed about how information about learning/ learner characteristics and results from pre-assessment impacted the selection of instructional strategies,	The candidate's narrative was **somewhat** detailed about how information about learning/ learner characteristics and results from pre-assessment impacted the selection of instructional strategies, adaptations, or differentiation strategies to meet	The candidate's narrative was **vaguely** detailed about how information about learning/ learner characteristics and results from pre-assessment impacted the selection of instructional strategies, adaptations, or differentiation	The candidate did not identify specific implications or strategies for selecting instructional strategies based on information about learning characteristics and results from pre-assessment.

results from pre-assessment. *[Attribute: Breadth]* (InTASC 7d)	adaptations, or differentiation strategies to meet the needs of ALL learners (e.g., ELL, special needs, and students with high scores on pre-assessment); and how to revise learning objectives and/or instruction after evaluating pre-assessment data to meet the challenges of remediation and enrichment.	the needs of ALL learners (e.g., ELL, special needs, and students with high scores on pre-assessment); and how to revise learning objectives and/or instruction after evaluating pre-assessment data to meet the challenges of remediation and enrichment.	strategies to meet the needs of ALL learners (e.g., ELL, special needs, and students with high scores on pre-assessment); and how to revise learning objectives and/or instruction after evaluating pre-assessment data to meet the challenges of remediation and enrichment.	
6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration. *[Attributes: Breadth and Meaningfulness of differentiation of instruction]* (InTASC 3d)	The candidate's narrative was **extremely** detailed about how instructional strategies fostered active student engagement and increased student self-motivation, positive social engagement, and collaboration. The candidate's narrative described differentiation of instruction that **meaningfully** promoted active student engagement for a variety of student abilities.	The candidate's narrative was **somewhat** detailed about how instructional strategies fostered active student engagement and increased student self-motivation, positive social engagement, and collaboration. The candidate's narrative described differentiation of instruction that **somewhat meaningfully** promoted active student engagement for a variety of student abilities.	The candidate's narrative was **vaguely** detailed about how instructional strategies fostered active student engagement, increased student self-motivation and positive social engagement, or fostered collaboration. The candidate's narrative described differentiation of instruction that did **not meaningfully** promote active student engagement for a variety of student abilities.	The candidate did not discuss the use of instructional strategies to foster active student engagement.
7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. *[Attributes: Breadth and Appropriateness of sequencing or*	The candidate **appropriately** identified the sequenced or scaffolded learning tasks to match the level of knowledge and skills determined through pre-assessment and formative assessment data.	The candidate **somewhat appropriately** identified the sequenced or scaffolded learning tasks to match the level of knowledge and skills determined through pre-assessment and formative assessment data.	The candidate did **not appropriately** identify sequence or scaffold learning tasks to match the level of knowledge and skills determined through pre-assessment and formative assessment data.	The candidate provided no evidence of sequencing of instruction.

scaffolding of instruction] (InTASC 7c)	The candidate's intentional selection, organization, and sequence of instructional tasks **always** allows learners to practice, review, and master learning.	The candidate's intentional selection, organization, and sequence of instructional tasks **sometimes** allows learners to practice, review, and master learning.	The candidate's intentional selection, organization, and sequence of instructional tasks **seldom** allows learners to practice, review, and master learning.	
8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. *[Attribute: Breadth]* (InTASC 5l)	The candidate's initiative to locate a variety of appropriate technology resources for instruction was **extremely** apparent. The candidate's narrative addressed **in much detail** how technology was selected and integrated to address content standards/ objectives and promote critical thinking and problem solving, and/or described potential integration of technology for future implementations of lesson.	The candidate's initiative to locate a variety of appropriate technology resources for instruction was **somewhat** apparent. The candidate's narrative addressed **in some detail** how technology was selected and integrated to address content standards/ objectives and promote critical thinking and problem solving.	The candidate's initiative to locate a variety of appropriate technology resources for instruction was **vaguely** apparent. The candidate's narrative addressed **in limited detail** how technology was selected and integrated to address content standards/ objectives and promote critical thinking and problem solving.	The candidate did not discuss the use of instructional technology strategies.
Minimum passing score for Part 3: 10/15 points				

Instructions - Part 4: Instructional Decisions/Monitoring and Adjusting

Thoroughly respond to the Part 4 prompts on the **provided assignment document;** do not remove the prompts from the template. Embed your responses in paragraph format (*12 font/double spaced*) adhering to all written conventions. The scoring criteria has been provided in the CWS rubric below.

For this section, reflect on the delivery of the CWS unit: (*After* teaching the unit)

- Identify **relevant, real-world learning.**
- Describe the development of **critical thinking and problem-solving skills**.
- Describe **active student engagement.**
- Describe **use of technology tools*.**
- Discuss strategies used to meet **differentiated learning needs**.
- Identify how **formative assessment data** was used to adjust instruction.

*If no or limited technology was available, reflect on how it could be used effectively during future instruction.

EVALUATION - Part 4: Instructional Decisions: Monitoring & Adjusting - Indicators 9 – 14, 19

InTASC Standards 2, 3, 6 and 8 – Categories I and III

Indicators	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
9. Reflection of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. *[Attributes: Breadth and Relevance]* (InTASC 8f)	The candidate provided **multiple relevant** reflections on the delivery of instructional content to effectively reach different levels of learning represented in the classroom; create a variety of learning tasks that connected knowledge to meaningful, real-world applications; and foster critical thinking and problem-solving skills.	The candidate provided **some relevant** reflections on the delivery of instructional content to effectively reach different levels of learning represented in the classroom; create a variety of learning tasks that connected knowledge to meaningful, real-world applications; and foster critical thinking and problem-solving skills.	The candidate provided a **few relevant** reflections on the delivery of instructional content to effectively reach different levels of learning represented in the classroom; create a variety of learning tasks that connected knowledge to meaningful, real-world applications; and foster critical thinking and problem-solving skills.	The candidate did not evaluate the use of instructional content.
10. Reflection of instructional strategies in relation to content and learner development that promote active	The candidate provided **multiple relevant** reflections on the use of instructional strategies to promote learner development and active engagement in the learning	The candidate provided **some relevant** reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that	The candidate provided a **few relevant** reflections on the use of instructional strategies to promote learner development and active engagement.	The candidate did not evaluate the use of instructional strategies in relation to content and learner development.

student engagement. *[Attributes: Breadth and Relevance]* (InTASC 3i; 3j)	process through the use of strategies that support autonomous learning, leadership, and collaboration in the classroom; motivating students to adopt new learning strategies; and motivating students to build skills for outside the classroom.	support autonomous learning, leadership, and collaboration in the classroom; motivating students to adopt new learning strategies; and motivating students to build skills for outside the classroom.	Content was delivered in a **rigid, unchanging format**, providing **few** opportunities for student engagement, and offering no real potential for student growth or change.	
11. Reflection of application of adaptations/ differentiation by student groupings or individual students. *[Attributes: Breadth and Relevance]* (InTASC 2g)	The candidate provided **multiple relevant** reflections on the use of adaptations and differentiation by student groupings and individual students. The candidate's discussion of the effectiveness or challenges of the selected strategies was **consistently** relevant.	The candidate provided **some relevant** reflections on the use of adaptations and differentiation by student groupings and individual students. The candidate's discussion of the effectiveness or challenges of the selected strategies was **somewhat** relevant.	The candidate provided a **few relevant** reflections on the use of adaptations and differentiation by student groupings and individual students. The candidate's discussion of the effectiveness or challenges of the selected strategies was **vaguely** relevant.	The candidate did not evaluate the use of adaptation or differentiation of instruction.
12. Reflection of the integration of instructional technology strategies, tools, and applications. *[Attributes: Breadth and Relevance]* (InTASC 8g; 8o)	The candidate described **in much detail** how the use of instructional technology in the classroom **advanced** the lesson, promoted student learning, and encouraged student use of relevant learning tools.	The candidate described **in some detail** how the use of instructional technology in the classroom **supported** the lesson, promoted student learning, and provided students with the opportunity to use learning tools.	The candidate discussed **in limited detail** how the use of instructional technology strategies, tools, and applications were integrated into instruction.	The candidate did not evaluate how the use of instructional technology strategies, tools, or applications were integrated into instruction.
13. Use of formative assessment data to monitor learning and adjust instruction, if necessary. *[Attributes: Breadth and Relevance]*	The candidate described **multiple and relevant** ways of how instruction was adjusted based on formative assessment data (e.g., results of in-class tests, quizzes, and checks for comprehension).	The candidate described **some relevant** ways of how instruction was adjusted based on formative assessment data (e.g., results of in-class tests, quizzes, and checks for comprehension).	The candidate described **few and vaguely relevant** ways of how instruction was adjusted based on formative assessment data (e.g., results of in-class tests, quizzes, and checks for comprehension).	The candidate did not use formative assessment data to check for learning or adjust instruction.

(InTASC 6a; 6c; 6g)				
EVALUATION – Writing Quality				
Indicator	**Exceeds = 3**	**Meets = 2**	**Developing = 1**	**Does Not Meet Criteria = 0**
19. Writing • *Correct use of grammar* • *Correct use of spelling and mechanics* • *Writing and flow convey intended meaning.*	**Very few or no patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	**Some patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	**Many patterns** of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Minimum passing score for Part 4: 12/18 points				

Instructions – Part 5: Instructional Data and Analysis/Unit Reflections

Thoroughly respond to the Part 3 prompts on the **provided assignment template;** do not remove the prompts from the template. Embed your responses in paragraph format (*12 font/double spaced*) adhering to all written conventions. The scoring criteria has been provided in the CWS rubric below. **Data table examples are included in the CWS Resources folder.**

To complete this section, reflect on the instructional process:

- Report both individual and class assessment data**.**
- Analyze and interpret **assessment results***.
- Communicate results by **standards/objectives.**
- Discuss levels of **achievement for all learners** and possible reasons for variation*****.
- Identify purpose of **modified instruction**.
- **Discuss how collaboration with mentor teacher/o**utside sources positively impacted student learning.

* Grades earned, scores on individual test questions, absenteeism, etc. could help with the reflection process and determining overall achievement.

EVAULATION – Part 5: Assessment Data & Analysis – Indicators 14, 15, 16, 19

InTASC Standard 6 – Category III

Indicators	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
14. Display of assessment data communicates learning results for the class as a whole. *[Attribute: Breadth]* (InTASC 6l)	The candidate reported **all** class assessment data (i.e., all assessment data collected, pre/post and formative assessments) using graphical displays and data tables to visually communicate learning results (i.e., charts, bar graphs, titles, labels, meaningful representation).	The candidate reported **some** class assessment data (i.e., basic Pre/Post Assessment data) to communicate learning results for class (e.g., class average scores, individual student scores) in data tables.	The candidate reported **limited** Assessment data (i.e., only some of the data collected) in terms of communicating learning results for class.	The candidate did not report assessment data.
15. **Analysis of assessment results:** Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks	The candidate analyzed and communicated which assessment results demonstrated that specific objectives were met by identifying **all** the questions or performance tasks that students were more or less successful with completing.	The candidate analyzed and communicated how the assessment results met the standards/objectives by identifying **some** questions or performance tasks that students were more or less successful in completing.	The candidate analyzed or communicated how assessments results performed by standard/objective by identifying **few** questions or performance tasks that students were more or less successful with completing.	The candidate did not communicate standard/ objective level assessment results.

students were more or less successful with completing**.** *[Attribute: Breadth]* (InTASC 6l)				
16. **Interpretation of assessment results** in terms of growth/ learning/ achievement. *[Attribute: Clarity]* (InTASC 6c)	Based on the analysis of assessment results, the candidate's interpretation of learning was **extremely** clear. The candidate demonstrated this by considering learners' attainment of standards/objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); discussing extended achievement in relation to standards/objectives of students who excelled on the pre-assessment; and describing possible reasons for the variation in student achievement.	Based on the analysis of assessment results, the candidate's interpretation of learning was **somewhat** clear. The candidate demonstrated this by considering learners' attainment of standards/objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); and describing possible reasons for the variation in student achievement.	Based on the analysis of assessment results, the candidate's interpretation of learning was **vaguely** clear. The candidate demonstrated this by considering learners' attainment of standards/objectives. The candidate conducted a **limited** reflection of previous learning, which resulted in few changes to instructional delivery.	The candidate did not summarize assessment results in terms of growth or learning achievement.
Indicators	**Exceeds = 3**	**Meets = 2**	**Developing = 1**	**Does Not Meet Criteria = 0**
17. Reflection on advancing instruction to improve student learning. *[Attributes: Clarity and Meaningfulness]* (InTASC 9c; 9g)	The candidate's modification of instructional delivery of a unit or individual lessons to improve student learning, re-teaching content that proved unsuccessful was **extremely** clear and meaningful.	The candidate's modification of instructional delivery of a unit or individual lessons to improve student learning, re-teaching content that proved unsuccessful was **somewhat** clear and meaningful.	The candidate's modification of instructional delivery of a unit or individual lessons to improve student learning, re-teaching content that proved unsuccessful was **vaguely** clear and meaningful.	The candidate did not describe advancing instruction to improve the results of student learning.

18. Reflections regarding connection between successful student learning and positive collaborative relationship with mentoring teacher, other school colleagues, families, community organizations or online resources. *[Attribute: Breadth]* (InTASC 9d; 10d; 10e)	The candidate connected personal experiences in the classroom that demonstrated the importance of establishing positive collaborative relationships with mentor teachers, school colleagues, families, and/or community organizations to support students.	The candidate described the importance of establishing positive collaborative relationships with mentor teachers, school colleagues, families, and/or community organizations to support students.	The candidate briefly described (or summarized) the importance of establishing positive collaborative relationships with mentor teachers, school colleagues, families, and/or community organizations to support students.	The candidate did not reflect on the importance of establishing positive collaborative relationships in the student teaching environment.
EVALUATION – Writing Quality				
Indicator	**Exceeds = 3**	**Meets = 2**	**Developing = 1**	**Does Not Meet Criteria = 0**
19. Writing • *Correct use of grammar* • *Correct use of spelling and mechanics* • *Writing and flow convey intended meaning.*	**Very few or no patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas elaborately with no interference to meaning.	**Some patterns** of grammatical, spelling, and/or mechanical errors. The candidate's writing articulates ideas with no interference to meaning.	**Many patterns** of grammatical, spelling, and/or mechanical errors that interferes with meaning. The candidate's writing is developing at this stage.	The candidate's writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Minimum passing score for Part 5: 12/18 points				

CWS Part 1

Candidate Work Sample
Part 1
Identification of Learning/Learner Characteristics

Instructions: After speaking with your Cooperating Teacher and observing your classroom, thoroughly respond to the following prompts. These prompts align with the CWS rubric found in your Canvas course. For further information refer to this rubric. Please submit your response in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size 12 font, and double spacing. When discussing the students in your class, you may include the first name of the students (no last names), use initials, or a numbering system.

1. Describe background information relevant to your classroom. Include specific needs related to learner development and relevant characteristics beyond the classroom that may impact student learning. This should include the following:

A. Grade level and number of students in the class

B. Provide an overall description of the community and school. Is the school located in a city, suburb, town, or rural area? Discuss any district or school requirements or expectations that may affect your planning or delivery of instruction such as, required curricula, pacing plan, use of specific instructional strategies, standardized tests, etc.

C. Describe situations beyond the classroom that may impact student learning such as, family, social, or life situations, etc.

D. Consider the needs of students in your classroom who may need additional support, strategies, accommodations, or modifications. These could include students who are underperforming, need greater challenges, struggle with reading or math, have academic gaps, special education, gifted, IEP's, 504's, ESL, etc.

Complete the table below to summarize required or needed support for your students. Examples appear in italics, **remove** them and add additional rows as needed.

Student Needs

Student Need	Number of Students	Support/Strategy/Accommodations/ Modifications	Additional info.
IEP, 504 Reading/ Math/Writing	*5*	*Close monitoring, visuals, shortened work tasks/assignments, one-on-one assistance, seat location, repeated direction or instruction, small groups.*	
Speech, social communication, self-regulation, social skills	*3*	*Visuals, warnings before transitions, additional checks for understanding, shortened assignments*	

English Language Learners	*7*	*Pre-teach vocabulary and phrases, give examples, graphic organizers, manipulatives, sentence starters, guided small groups*	
Struggling readers	*8*	*Targeted guided reading, RTI reading, sentence stems, ongoing assessment, small group*	

2. Identity the technology resources available to your classroom that you may be able to integrate into your CWS unit.

A. Describe how you will identify, locate, and use technology to measure and support student learning. This could include, Smart Boards, individual computers, online professional resources, etc.

B. Do all your students have access to technology at home?

C. If no technology is available at your school site, how would you integrate technology in a future instructional site.

Candidate Work Sample
Part 2
Evaluation of Prior Knowledge/Skills

Instructions: For Part 2, you will dive into the standards and objectives for the area of study for your CWS and develop a summative assessment that will be both the pre/post assessment. **Please discuss and collaborate with your Cooperating Teacher and provide evidence of collaboration with your mentor teacher**. You will need to respond thoroughly to the following prompts. These prompts align with the rubric found in your Canvas course. Please read the rubric carefully and understand what you need to create a quality assessment tool. **Please submit your response in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size 12 font, and double spacing.**

1. Choose your subject and topic/skill for you CWS

A. Describe the subject and topic/skill of study for the 3-5 lessons you will develop in Part 3 and present for your CWS.

B. Explain how this topic aligns with your class or grade level curriculum plan, including clear evidence that the timing of instruction was appropriate in relation to the overall class or grade level curriculum plan.

C. What skills or unit(s) came before this unit that impacted learners' prior knowledge?

D. List the standards and objectives that will be addressed in this unit. Note your sources.

E. Discuss the connection between the selected standards and objectives as they relate to the class curriculum and IEP goals. Include measurable objectives and evidence of collaboration with your mentor teacher.

2. Pre/Post Assessment development

A. You will create a summative assessment tool that will be used as both a pre- and post-assessment for your CWS unit. You will need to submit the assessment for review and approval to you CWS Evaluator PRIOR to implementing and developing your lesson plans in Part 3 of your CWS. The assessment should consist of a minimum of 10 questions. Assessment must have questions that will assess each standard and objective in your unit at least once. Determine what you will require for mastery of the material. Do not use true/false, multiple-choice, or word bank questions. Include an answer key.

B. Describe, by providing examples of evidence, why your assessment is a good measure of and aligned with the selected learning standards and objectives. Cite evidence of what students know, what they can do, and what they are still learning to do in relationship to the content, standards, and objectives of your unit.

C. Explain what knowledge and skills are targeted in your assessment and what data you look to collect. How will you know if the skills are mastered?

D. How will you administer your assessment?

3. Copy and paste your pre/post assessment and answer key directly into question 3.

Candidate Work Sample
Part 3
Planning Instruction

Instructions: In Part 3 you will create your 3-5 lesson plans for your chosen unit of study. Respond to the following prompts in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size 12 font, and double spacing. The prompts align with the CWS rubric which is in your Canvas course. Refer to this rubric for further information.

1. ***Insert your pre-assessment data into the two tables below or create a bar graph to display the data. Examples in the tables appear in italics, remove them and insert your own data. Add additional rows as needed. You may use the first name of the student or a number for each student. If you use numbers for students, you will need to use the same number for each student in Part 5 for comparison purposes.***

Table 1: This table states the pre-assessment score for each student.

Student	Score on Pre-Assessment	Mastery Level??
John	*8/10*	*yes*
2	*5/10*	*no*

Table 2: This table breaks down the specific test questions by standards with the number of students who received the correct answer.

Assessment Question	Standard	Students with correct answer
Test Question #1	*4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.*	*10/25*
Test Question #2	*4.NBT.B.4 Fluently add and subtract multi-digit numbers using a standard algorithm.*	*16/25*

2. ***Using the CWS LESSON PLAN TEMPLATE available in Canvas, develop and submit your 3-5 CWS unit lesson plans. Please refer to the CWS rubric for more information on Part 3.***

3. Narrative Description of Planning. Please respond to the following prompts.

A. Describe what instructional strategies /accommodations you plan to use in the CWS unit to meet various identified learners needs/characteristics (CWS Part 1) and in response to pre-assessment data (CWS Part 2). It might be helpful to complete the table below and then respond with a narrative. Add additional rows as needed.

Instructional Strategy Used	Where Strategy appears in the Lesson	Rational for Use

B. Explain what instructional strategies you plan to use in the lessons and how they will promote active student engagement and motivation. Will you need to adapt or differentiate the lesson?

C. How will you use your pre-assessment and formative assessment data to sequence your instruction and lesson objectives throughout the unit? Explain how your plans will build on each other to help students make connections between the knowledge and skills in the standards.

D. How do you plan to check for understanding throughout the unit? What types of formative assessments will you use? Do you need to make any accommodations to these assessments for various students?

E. Describe how you will integrate technology and/or online resources into the unit?

F. If technology is not available in the classroom, what technology resources could be used in a future setting with this unit?

Candidate Work Sample
Part 4
Instructional Decisions/Monitoring and Adjusting

Instructions: After you have finished teaching your CWS unit, thoroughly respond to the following prompts. Please submit your response in paragraph form using complete sentences, proper writing convention (indicator 19 in the CWS rubric), size 12 font, and double spacing. Please refer to the CWS rubric for additional information.

1. Explain how you incorporated and encouraged critical thinking and problem solving in your CWS unit lessons. Be specific and share examples.
2. Identify and reflect on instructional strategies you used to promote active student engagement throughout your CWS unit lessons. Describe the specific strategies and how they were used to engage learners. You might want to refer to strategies you discussed in Part 3.
3. Identify what adaptations/differentiation strategies were utilized and discuss the effectiveness or challenges of the selected strategies.
4. Reflect on how technology was used during instruction. What types of technology were effective in your lessons and what could have been done differently? If no technology was available to use, reflect on how it could be used effectively during future instruction.
5. Describe how formative assessments were used to monitor learning and adjust instruction throughout your lessons. Think about what specific adjustments you would make in future lessons based on formative assessments, exit tickets, etc.
6. Identify the adaptations and differentiation strategies you used to reach the learning needs of students. Discuss the effectiveness and/or challenges related to the strategies. You may use the following table and/or submit a narrative answer.

Differentiation Strategy or Lesson Adaptation	Effectiveness of Strategy	Challenge Related to the Strategy

7. As you reflect on your CWS unit what would change or present differently if you taught this unit again?

Note: In the space below, include any pictures of student work samples you collected throughout the lesson. These images can be referred to in your narrative above and help provide context for the instruction that you delivered.

Candidate Work Sample
Part 5
Instructional Data and Analysis/Unit Reflections

Instructions: In Part 5 of your CWS you will analyze your pre- and post-assessment data and reflect on your instruction throughout the unit. Thoroughly respond to the following prompts which align with the CWS rubric found in Canvas. Please submit your responses in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size12 font, and double spacing.

1. ***Display of Pre- and Post- Assessment Data***

*Depending on how you displayed your pre-assessment data in Part 3, display the pre- and post-assessment data using the same format, either bar graphs or tables. You may insert your data into the following tables. Examples in the table appear in italics, remove them and insert your own data. Add additional rows as needed.

***Table 1:** This table shows the pre- and post-assessment scores for each student. Use the same student's name or numbers from Part 3.

Student	Score on Pre-Assessment	Score on Post-Assessment	Was Mastery achieved?
John	8/10	10/10	Yes
2	5/10	8/10	Yes

***Table 2:** This table breaks down the specific assessment questions by standards, with the number of students who received the correct answer on the pre- and post-assessment.

Assessment Question	Standard	Pre-Assessment correct answers	Post-Assessment correct answers
Test Question #1	4.NBT.A.3	10/25	20/25
Test Question #2	4.NBT.B.4	16/25	24/25

2. **Narrative Reflection**

A. Analyze the assessment results by standards/objectives. Include student mastery levels on pre- and post-assessment questions.

B. Explain whether assessment results provided clear evidence of growth or mastery for all learners. How many learners achieved mastery of the standards.

C. Reflect on how instruction was modified throughout the unit (lessons) to improve student learning. Specifically, about how instruction was modified from lesson to lesson based on data from formative assessments from previous lessons.

D. Describe how you collaborated with you CT and/or colleagues and how you selected resources to positively impact student learning. If you did not collaborate with anyone, describe your planning process and anything you would do differently if you had the chance to re-teach the unit.

CWS Part 1

Candidate Work Sample
Part 1
Identification of Learning/Learner Characteristics

Instructions: After speaking with your Cooperating Teacher and observing your classroom, thoroughly respond to the following prompts. These prompts align with the CWS rubric found in your Canvas course. For further information refer to this rubric. Please submit your response in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size 12 font, and double spacing. When discussing the students in your class, you may include the first name of the students (no last names), use initials, or a numbering system.

1. Describe background information relevant to your classroom. Include specific needs related to learner development and relevant characteristics beyond the classroom that may impact student learning. This should include the following:

A. Grade level and number of students in the class

B. Provide an overall description of the community and school. Is the school located in a city, suburb, town, or rural area? Discuss any district or school requirements or expectations that may affect your planning or delivery of instruction such as, required curricula, pacing plan, use of specific instructional strategies, standardized tests, etc.

C. Describe situations beyond the classroom that may impact student learning such as, family, social, or life situations, etc.

D. Consider the needs of students in your classroom who may need additional support, strategies, accommodations, or modifications. These could include students who are underperforming, need greater challenges, struggle with reading or math, have academic gaps, special education, gifted, IEP's, 504's, ESL, etc.

Complete the table below to summarize required or needed support for your students. Examples appear in italics, **remove** them and add additional rows as needed.

Student Needs

Student Need	Number of Students	Support/Strategy/Accommodations/ Modifications	Additional info.
IEP, 504 Reading/ Math/Writing	*5*	*Close monitoring, visuals, shortened work tasks/assignments, one-on-one assistance, seat location, repeated direction or instruction, small groups.*	
Speech, social communication, self-regulation, social skills	*3*	*Visuals, warnings before transitions, additional checks for understanding, shortened assignments*	

English Language Learners	*7*	*Pre-teach vocabulary and phrases, give examples, graphic organizers, manipulatives, sentence starters, guided small groups*	
Struggling readers	*8*	*Targeted guided reading, RTI reading, sentence stems, ongoing assessment, small group*	

2. Identity the technology resources available to your classroom that you may be able to integrate into your CWS unit.

A. Describe how you will identify, locate, and use technology to measure and support student learning. This could include, Smart Boards, individual computers, online professional resources, etc.

B. Do all your students have access to technology at home?

C. If no technology is available at your school site, how would you integrate technology in a future instructional site.

Candidate Work Sample
Part 2
Evaluation of Prior Knowledge/Skills

Instructions: For Part 2, you will dive into the standards and objectives for the area of study for your CWS and develop a summative assessment that will be both the pre/post assessment. Please discuss and if needed collaborate with your Cooperating Teacher. You will need to respond thoroughly to the following prompts. These prompts align with the rubric found in your Canvas course. Please read the rubric carefully and understand what you need to create a quality assessment tool. Please submit your response in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size 12 font, and double spacing.

1. Choose your subject and topic/skill for you CWS

A. Describe the subject and topic/skill of study for the 3-5 lessons you will develop in Part 3 and present for your CWS.

B. Explain how this topic aligns with your class or grade level curriculum plan.

C. What skills or unit(s) came before this unit that impacted learners' prior knowledge?

D. List the standards and objectives that will be addressed in this unit. Note your sources.

E. Discuss the connection between the selected standards and objectives as they relate to the class curriculum and IEP goals. Include measurable objectives.

2. Pre/Post Assessment development

A. You will create a summative assessment tool that will be used as both a pre- and post-assessment for your CWS unit. You will need to submit the assessment for review and approval to you CWS Evaluator PRIOR to implementing and developing your lesson plans in Part 3 of your CWS. The assessment should consist of a minimum of 10 questions. Assessment must have questions that will assess each standard and objective in your unit at least once. Determine what you will require for mastery of the material. Do not use true/false, multiple-choice, or word bank questions. Include an answer key.

B. Describe, by providing examples of evidence, why your assessment is a good measure of and aligned with the selected learning standards and objectives. Cite evidence of what students know, what they can do, and what they are still learning to do in relationship to the content, standards, and objectives of your unit.

C. Explain what knowledge and skills are targeted in your assessment and what data you look to collect. How will you know if the skills are mastered?

D. How will you administer your assessment?

3. Attach your pre/post assessment and answer key

Candidate Work Sample
Part 3
Planning Instruction

Instructions: In Part 3 you will create your 3-5 lesson plans for your chosen unit of study. Respond to the following prompts in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size 12 font, and double spacing. The prompts align with the CWS rubric which is in your Canvas course. Refer to this rubric for further information.

1. ***Insert your pre-assessment data into the two tables below or create a bar graph to display the data. Examples in the tables appear in italics, remove them and insert your own data. Add additional rows as needed. You may use the first name of the student or a number for each student. If you use numbers for students, you will need to use the same number for each student in Part 5 for comparison purposes.***

Table 1: This table states the pre-assessment score for each student.

Student	Score on Pre-Assessment	Mastery Level??
John	*8/10*	*yes*
2	*5/10*	*no*

Table 2: This table breaks down the specific test questions by standards with the number of students who received the correct answer.

Assessment Question	Standard	Students with correct answer
Test Question #1	*4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.*	*10/25*
Test Question #2	*4.NBT.B.4 Fluently add and subtract multi-digit numbers using a standard algorithm.*	*16/25*

2. ***Using the CWS LESSON PLAN TEMPLATE available in Canvas, develop and submit your 3-5 CWS unit lesson plans. Please refer to the CWS rubric for more information on Part 3.***

3. Narrative Description of Planning. Please respond to the following prompts.

A. Describe what instructional strategies /accommodations you plan to use in the CWS unit to meet various identified learners needs/characteristics (CWS Part 1) and in response to pre-assessment data (CWS Part 2). It might be helpful to complete the table below and then respond with a narrative. Add additional rows as needed.

Instructional Strategy Used	Where Strategy appears in the Lesson	Rational for Use

B. Explain what instructional strategies you plan to use in the lessons and how they will promote active student engagement and motivation. Will you need to adapt or differentiate the lesson?

C. How will you use your pre-assessment and formative assessment data to sequence your instruction and lesson objectives throughout the unit? Explain how your plans will build on each other to help students make connections between the knowledge and skills in the standards.

D. How do you plan to check for understanding throughout the unit? What types of formative assessments will you use? Do you need to make any accommodations to these assessments for various students?

E. Describe how you will integrate technology and/or online resources into the unit?

F. If technology is not available in the classroom, what technology resources could be used in a future setting with this unit?

Candidate Work Sample
Part 4
Instructional Decisions/Monitoring and Adjusting

Instructions: After you have finished teaching your CWS unit, thoroughly respond to the following prompts. Please submit your response in paragraph form using complete sentences, proper writing convention (indicator 19 in the CWS rubric), size 12 font, and double spacing. Please refer to the CWS rubric for additional information.

1. Explain how you incorporated and encouraged critical thinking and problem solving in your CWS unit lessons. Be specific and share examples.
2. Identify and reflect on instructional strategies you used to promote active student engagement throughout your CWS unit lessons. Describe the specific strategies and how they were used to engage learners. You might want to refer to strategies you discussed in Part 3.
3. Identify what adaptations/differentiation strategies were utilized and discuss the effectiveness or challenges of the selected strategies.
4. Reflect on how technology was used during instruction. What types of technology were effective in your lessons and what could have been done differently? If no technology was available to use, reflect on how it could be used effectively during future instruction.
5. Describe how formative assessments were used to monitor learning and adjust instruction throughout your lessons. Think about what specific adjustments you would make in future lessons based on formative assessments, exit tickets, etc.
6. Identify the adaptations and differentiation strategies you used to reach the learning needs of students. Discuss the effectiveness and/or challenges related to the strategies. You may use the following table and/or submit a narrative answer.

Differentiation Strategy or Lesson Adaptation	Effectiveness of Strategy	Challenge Related to the Strategy

7. As you reflect on your CWS unit what would change or present differently if you taught this unit again?

Note: In the space below, include any pictures of student work samples you collected throughout the lesson. These images can be referred to in your narrative above and help provide context for the instruction that you delivered.

Candidate Work Sample
Part 5
Instructional Data and Analysis/Unit Reflections

Instructions: In Part 5 of your CWS you will analyze your pre- and post-assessment data and reflect on your instruction throughout the unit. Thoroughly respond to the following prompts which align with the CWS rubric found in Canvas. Please submit your responses in paragraph form using complete sentences, proper writing conventions (indicator 19 in the CWS rubric), size12 font, and double spacing.

1. ***Display of Pre- and Post- Assessment Data***

*Depending on how you displayed your pre-assessment data in Part 3, display the pre- and post-assessment data using the same format, either bar graphs or tables. You may insert your data into the following tables. Examples in the table appear in italics, remove them and insert your own data. Add additional rows as needed.

***Table 1:** This table shows the pre- and post-assessment scores for each student. Use the same student's name or numbers from Part 3.

Student	Score on Pre-Assessment	Score on Post-Assessment	Was Mastery achieved?
John	8/10	10/10	Yes
2	5/10	8/10	Yes

***Table 2:** This table breaks down the specific assessment questions by standards, with the number of students who received the correct answer on the pre- and post-assessment.

Assessment Question	Standard	Pre-Assessment correct answers	Post-Assessment correct answers
Test Question #1	4.NBT.A.3	10/25	20/25
Test Question #2	4.NBT.B.4	16/25	24/25

2. **Narrative Reflection**

A. Analyze the assessment results by standards/objectives. Include student mastery levels on pre- and post-assessment questions.

B. Explain whether assessment results provided clear evidence of growth or mastery for all learners. How many learners achieved mastery of the standards.

C. Reflect on how instruction was modified throughout the unit (lessons) to improve student learning. Specifically, about how instruction was modified from lesson to lesson based on data from formative assessments from previous lessons.

D. Describe how you collaborated with you CT and/or colleagues and how you selected resources to positively impact student learning. If you did not collaborate with anyone, describe your planning process and anything you would do differently if you had the chance to re-teach the unit.