

EDUC 490 Teacher Candidate Work Sample (TCWS)

Section V. Reflection and Self-Assessment.

The teacher candidate reflects upon the relationship between his or her instruction and student learning in order to improve teaching practice.

This section includes a description of the relationship between the students' progress and achievement in this unit and the teacher candidate's performance. The section also includes a description of future plans for teaching the unit AND the candidate's own personal goals for professional growth. The evaluation criteria for this section are found in key elements 2.C.

Reflect on one's performance as a teacher candidate in guiding the instructional process of this unit and link that performance to student learning results. Evaluate the performance relative to the standards of the work sample to identify SPECIFIC AND CLEARLY RELEVANT future actions for improved practice and professional growth.

Student Learning

- Write a narrative reflecting on instruction and student learning in which the candidate
 - (a) describes the instructional strategies or activities that contributed most to student learning and which were most effective. Give specific examples from THIS unit to justify and validate these statements.
 - (b) explains the greatest barriers to achieving learning results, specifically considering which of these were **under the candidate's control** as a teacher. Give specific examples from THIS unit to justify and validate these statements.
 - (c) discusses what he/she would do differently to improve student learning and explain why he/she thinks these would result in improved student learning. Give specific examples from THIS unit to justify and validate these statements.

Reflect on the findings of the formative analysis (Questions):

Reflect and respond, in approximately 150 words or less, to the following:

1. *Did you need to adjust your unit plan, or do you foresee the need to make adjustments to future unit plans for these students? Why or why not?*

Instructor Effectiveness

- Write a narrative evaluating ONE'S effectiveness as an instructor in which the candidate
 - (a) assesses the extent to which he/she met the work sample standards, focusing specifically on key areas of strength and areas for improvement. Analyze how ONE'S performance on these standards IMPACTED the learning of the students. Give specific examples to justify and validate these statements.
 - (b) reflects on ONE'S OWN abilities and identify the professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) that would improve ONE'S performance on these standards. Give specific examples to justify and validate these statements.
 - (c) selects and discusses the most significant learning insight from teaching this unit. Give specific examples to justify and validate these statements.

Professional Goals

- List and describe THREE professional goals the candidate sets for him/herself based on NEW understanding of personal strengths and weaknesses. Explain how these goals will assist the candidate in becoming a better educator. Give specific examples to justify and validate these statements.

Comments/Other relevant information for Section V:

After the question(s), the candidate may then add any additional comments or notes to clarify anything that was provided and/or omitted. Additional comments are required if any information was omitted.

Attachments for Section V:

List under the word attachment what will be attached and then attach copies of relevant information at the end of this section. This is NOT optional and would include, but is not limited to, copies of lesson activities and student work. **Each attachment should be clearly labeled and referenced in the template. See description of attachments in Section II.**

Tips for Success:

1. Identify ways in which the completion of THIS work sample impacted one's skills and knowledge as a teacher.
2. Provide SPECIFIC, CLEAR (not superficial) reasons for the success or lack thereof in students attaining EACH Learning Objective. Go beyond description and include the "why" based upon best practice. Remember to ask/answer questions such:
 - a. Was the content over the students' heads?
 - b. Did students lack sufficient prior knowledge?
 - c. Was instruction paced appropriately?
 - d. Were Learning Objectives appropriate to the students' needs?
3. Create a professional plan that will foster strengths and help the candidate develop in areas where improvement is needed.
4. Deliberately and seriously analyze what the candidate can do to improve his/her own professional practice.

Common Challenges:

1. Recognizing how ONE'S performance as a teacher impacted student learning.
2. Examining how this process has impacted one's professional behavior and enhanced one's development as an educator.

V. Reflection and Self-Assessment

Possible score: 24 points

	1 Indicator Not Met (Unacceptable)	2 Indicator Partially Met (Acceptable)	3 Indicator Met (Target)	Score
Interpretation of Student Learning	NO evidence or reasons provided to support conclusions drawn in Analysis of Student Learning	Provides evidence but NO reasons (or gives SIMPLISTIC, SUPERFICIAL reasons) or hypotheses to	Uses evidence to support conclusions drawn in Analysis of Student Learning section. EXPLORES MULTIPLE	

	section.	support conclusions drawn in Analysis of Student Learning section.	HYPOTHESES for why some students did not meet unit objectives.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful AND unsuccessful activities or assessments and SUPERFICIALLY explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful AND unsuccessful activities and assessments and provides plausible reasons (BASED ON THEORY OR RESEARCH) for their success or lack thereof.	
Alignment among Unit Objectives, Instruction, and Assessment	Discussion shows NO alignment among unit objectives, instruction, and assessment results.	Discussion displays SOME SENSE OF ALIGNMENT between unit objectives, instruction, and assessment but misunderstandings or conceptual gaps are present.	LOGICALLY CONNECTS unit objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides NO IDEAS OR INAPPROPRIATE IDEAS for redesigning instruction.	Provides ideas for redesigning instruction but OFFERS NO OR SUPERFICIAL RATIONALE for why these changes would improve student learning.	Provides ideas for redesigning instruction and EXPLAINS WHY THESE MODIFICATIONS WOULD IMPROVE STUDENT LEARNING.	
Implications for Professional Development	Provides less than three PROFESSIONAL LEARNING GOALS.	Presents three professional learning goals, but which are either VAGUE OR NOT STRONGLY RELATED to the insights or experiences described in this section.	Presents three professional learning goals that CLEARLY emerge from the insights and experiences described in this section. Describes plans for meeting these goals.	
Reflects on the findings of formative analysis	The reflection question is not answered and/or does not demonstrate an adequate understanding of using formative information to guide instructional planning.	The reflection question is answered and demonstrates an acceptable understanding of using formative information to guide instructional planning.	The reflection question is thoroughly and completely answered and demonstrates a comprehensive understanding of using formative information to guide instructional planning.	
Provides explanation for any missing information, attaches required	Explanations are not provided for all missing information and/or not	Adequate explanations are provided for missing information; some	Thorough explanations are provided for any missing information; all	

documentation and/or evidence, and labels all correctly.	all documentation/evidence is attached and/or labeled correctly.	documentation/evidence is attached and labeled correctly.	documentation/evidence is attached and labeled correctly.	
--	--	---	---	--