

Electronic Evidence 3: Pedagogical and Professional Knowledge Skills and Dispositions

Evidence that demonstrates effective design of classroom instruction based on research-verified practice.

NCPTS Descriptors

- 1.a Teachers lead in their classrooms.**
 - 2. Draws on appropriate data to develop classroom and instructional plans.
- 2.b Teachers embrace diversity in the school community and in the world.**
 - 3. Understands the influence of diversity and plans instruction accordingly.
- 2.d Teachers adapt their teaching for the benefit of students with special needs.**
 - 1. Cooperates with specialists and uses resources to support the special learning needs of all students.
- 3.a Teachers align their instruction with the *North Carolina Standard Course of Study*.**
 - 1. Develops and applies lessons based on the *North Carolina Standard Course of Study*.
- 3.c Teachers recognize the interconnectedness of content areas/discipline.**
 - 1. Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines.
 - 2. Relates global awareness to the subject.
- 3.d Teachers make instruction relevant to students.**
 - 1. Integrates 21st century skills and content in instruction.
- 4.a Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**
 - 1. Identifies developmental levels of individual students and plans instruction accordingly.
 - 2. Assess and uses resources needed to address strengths and weaknesses of students.
- 4.b Teachers plan instruction appropriate for their students.**
 - 1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual
- 4.c Teachers use a variety of instructional methods.**
 - 1. Uses a variety of appropriate methods and materials to meet the needs of all students.
- 4.d Teachers integrate and utilize technology in their instruction.**
 - 1. Integrates technology with instruction to maximize students' learning.
- 4.e Teachers help students develop critical-thinking and problem-solving skills.**
 - 1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.
- 4.f Teachers help students to work in teams and develop leadership qualities.**
 - 1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.
- 5.c Teachers function effectively in a complex, dynamic environment.**
 - 1. Uses a variety of research-verified approaches to improve teaching and learning.

How the evidence specifically addresses the descriptors: Teacher Work Sample: Planning (TWSP) requires candidates to use a variety of data about learners to plan a unit and to develop

lesson plans that are aligned with the SCOS and are appropriate for the learning needs of the students. In addition, the TWSP necessitates that candidates collect data on the various needs of learners and to plan to differentiate instruction by using a variety of instructional methods consistent with 21st century instruction, to assess formatively, and to incorporate appropriate technology.

Name of Evidence: Teacher Work Sample – Planning

Requirements. Every teacher education candidate will complete a Teacher Work Sample in two major parts. Part I of the Teacher Work Sample is referred to as **Teacher Work Sample: Planning (TWSP)**. Part II is referred to as Teacher Work Sample: Implementation and Evaluation (TWSIE). The Teacher Work Sample is intended to be the candidate's best work and should 1) address significant goals, 2) be relevant to 21st century learners, and 3) incorporate collaboration and available technology to the extent feasible. For example, content and goals should go beyond facts and discrete bits of knowledge or isolated skills and should address application of the content in a 21st century world. The directions for TWSP are described below.

Directions. The Teacher Work Sample Portfolio is documentation of planning, teaching, and evaluating the impact of a unit to a group of students. The unit must be a sequenced set of at least five (5) daily lessons addressing one or more goals from the North Carolina Standard Course of Study appropriate for the grade level and subject where the teacher candidate is assigned. The teacher candidate should prepare a unit of learning, teach the unit including pre- and post assessment, and analyze and reflect on the experience with emphasis on the effectiveness of the unit for the students. The TWS Portfolio should be completed during the student teaching semester (or the second semester of the internship). The TWSP and TWSIE must be submitted electronically. The TWS Planning required components are (1) description of the context, (2) goals, (3) rationale, (4) differentiated unit overview, (5) lesson plans, and (6) unit assessment plan. Each component is described below.

1. Description of Context: This section is a description of the students, the school, and other relevant factors. While some specific data about the students are required, the description of context should go beyond the minimum requirements. The context must include the following:

- Number of students
- Grade level of students
- Other student characteristics of class (e.g., male/female; race/ethnicity; free/reduced lunch; IEPs; gifted/honors; ELL)
- Time available daily to teach
- Other conditions that affect learning environment such as space and materials (specify)

The context should also include information about the school and the community such as the following using web and school resources.

- Name of school
- Grades in school
- Number of teachers
- System
- County
- Number of students in system

- Number of students in school
 - County/town/community population
 - Per capita income
 - Unemployment
 - Largest employer
 - Average highest education of population
2. Goals: The NC Standard Course of Study goals addressed by the teaching unit must be identified by number and description. The latest version of the Standard Course of Study is available at <http://www.dpi.state.nc.us/curriculum/>. Goals and objectives beyond or in addition to the NCSCOS should be identified, if appropriate.
 3. Rationale: In narrative format and in no more than 250 words, the teacher candidate must explain why the unit was selected and how it is relevant to the learners to be taught. Knowledge, skills, and dispositions selected must be relevant to learners in a 21st century world and must go beyond discrete and isolated content and skills.
 4. Differentiated Unit Overview: The unit overview offers a summary of how the unit fits together. Teacher candidates should prepare a matrix that shows how activities and assessments relate to goals and objectives. This may take the form of the suggested template.
 5. Daily Lesson Plans: The format of daily lesson plans is determined by the specific program. A minimum of five lesson plans are required. Daily lesson plans must require a minimum of the following:
 - Objective(s) stating what students will do (or be able to do) at the end of the lesson. Why is the lesson to be taught? For example, “The students will identify and describe primary colors,” “The students will solve 2 step math problems using whole numbers,” or “The students will write a five paragraph persuasive essay of 250-500 words with the following parts...” The program may specify the format of objectives and required components.
 - List of materials to be used including those teacher needs and those students need.
 - Procedures to be followed for the lesson. Programs will determine format and specificity.
 - Assessment method indicating how student progress will be determined.
 6. Unit Assessment Plan: The unit must have a specific, detailed plan for assessment (1) at the beginning, (2) during the unit, and (3) at the end to guide lesson planning and to evaluate the impact of the unit on student learning. Assessments are intended to specifically measure the goals and objectives of the unit. Each teacher education specialty area program will specify details related to assessments in the specialty area, e.g., elementary, art, science, physical education. Candidates should check with their advisor or internship supervisor.

General unit assessment guidelines: The assessments must be developed by the teacher candidate intended to specifically measure the goals of the unit. The assessments must be measurable and quantifiable so that they yield a number such as number of items correct, percent correct, or a number on a rating scale. The unit goals must be assessed at the beginning of the unit, at least once during the unit, and at the end of the unit. The unit assessment plan should include the specific assessments intended to be used as required by the candidate’s specialty area and university supervisor. A sample of the assessment must be included. Assessments must incorporate procedures consistent with best practices including the use of technology.

Unit Overview Template

Unit Topic:

Duration:

Goal/Objective (What will students be able to do in measurable terms at end of lesson)	Lesson Outline (Specific topic of lesson/brief description of major activities in lesson)	Assessment of learning (How will learning of goal/objective be measured)	Method of Differentiation (How can/will the lesson be modified or augmented to accommodate all learners?)

Evaluation. The TWSP will be evaluated electronically using a common rubric to determine the level of teacher candidate proficiency in the above mentioned descriptors. This will show effective design of classroom instruction based on research-verified practice.