

Professional Teacher Work Sample

A. A brief description of the assessment and its use in the program

The Professional Teacher Work Sample (PTWS) assessment in the School of Education (SOE) demonstrates the impact of its completers on P-12 student learning. Professional teachers (program completers) systematically plan, document and analyze student learning, and reflect on practice to produce student-learning growth. A sample of professional teachers at differing grade levels and content areas are invited to complete the PTWS over the course of a semester. The PTWS is then presented to the SOE and student-growth data is highlighted. The assessment employs a range of strategies and professional teachers provide credible evidence of their ability to facilitate learning-growth for all students.

B. A description of how this assessment specifically aligns with the standards

This assessment of professional teachers' impact on student learning aligns with CAEP standard 4.1 Impact on Student Learning and Development:

The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

CAEP Standard #4.1 Impact on P-12 Student Learning and Development

In the PTWS, teachers employ a range of strategies and build on each student's strengths, needs, and prior experiences. Professional teachers provide evidence of their ability to facilitate learning. Professional teachers document how student learning-growth throughout a unit of study aligned to state standards.

C. A brief analysis of the data findings:

The knowledge and skills demonstrating professional teachers effect on student learning was assessed using the PTWS. A sample of 13 professional teachers were evaluated over the course of three applications of data. Assessment data was collected and evaluated for the spring 2021 (n=4), spring 2022 (n=5), and spring 2023 (n=4). Aggregate and disaggregate data were analyzed and provided below:

Contextual Factors: In the PTWS, professional teachers articulate the diverse characteristics of the community, school, and classroom. Professional teachers also display knowledge of student differences, including development, response to instruction, English language learning needs, and needs of individuals with exceptionalities. Professional teachers were assessed on their ability to use contextual information and pre-assessment data to design activities and learning tasks that were productive for students. In spring of 2021 application, 75% of teachers (n=3) demonstrated exemplary performance with 25% (n=1) demonstrating target performance. The spring 2022 and spring 2023 applications (n=9) indicated all teachers (100%) were exemplary in their use of contextual information.

Research: Once contextual factors and pre-assessment data were analyzed, professional teachers provided a description of research pertaining to the unit focus. Professional teachers articulated how researched based strategies were implemented to increase student-learning outcomes. All teachers in spring 2022 and spring 2023 (n=9) applications demonstrated exemplary performance in their ability to understand and use research to increase student-learning

growth, while in the spring 2021 application, 75% of teachers (n=3) demonstrated exemplary performance with 25% (n=1) demonstrating target performance.

Data Alignment & Learning: The PTWS assessment evaluates candidates' ability to teach to mastery and promote generalization of learning. Professional teachers are expected to develop assessment criteria that is clearly linked to the learning goal of the unit, promoting a clear sequence of instruction leading to mastery. The professional teacher aligns student learning-growth with the learning goal and provides a profile of student learning for the whole class, subgroups, and three individuals with varying levels of readiness. The profile includes charts and graphs documenting student-learning growth. In the spring 2022 and spring 2023 applications, 100% of professional teachers (n=9) demonstrated exemplary performance aligning student learning-growth with the unit goal, while in the spring of 2021 application, 50% of candidates (n=2) demonstrated exemplary performance with 50% (n=2) demonstrating target performance.

Data Analysis: Professional teachers then provide an analysis of student learning-growth. The analysis provides evidence of the impact on student learning in terms of number of students who achieved and made progress toward the learning goal. Of the 4 professional teachers in the spring 2021 application, 50% of candidates demonstrated exemplary performance with 50% demonstrating target performance. All participating teachers in the spring 2022 application (n=5) were rated as exemplary in their ability to impact student learning. Of the 4 participants in spring 2023, 75% demonstrated exemplary performance and 25% demonstrated target performance. This evidence indicates *that program completers contribute to an expected level of student-learning growth* according to CAEP standard 4.1

Professional Reflection: Professionalism is addressed as participating teachers demonstrate an understanding of the influence of foundational knowledge on the practice by reflecting on their design, plan, instruction, and assessment to determine areas of development and growth. Professional teachers provide evidence to support conclusions drawn in "Data Analysis" section. Teachers then explain hypotheses for successful and unsuccessful learning experiences throughout the unit. In the fall of 2020 application, 80% of candidates (n=4) demonstrated exemplary performance with 20% (n=1) demonstrating target performance, while in the spring of 2021 and spring of 2022 applications, 100% of candidates (n=9) demonstrated exemplary performance.

D. An interpretation of how that data provides evidence for meeting standards

Data collected from the past three applications of this assessment provide evidence that professional teachers represented in this sample have the knowledge and skills to improve student-learning growth. More specifically, across all applications, data demonstrated completers' ability to link contextual factors and research-based strategies to produce significant student-learning growth. Since there were no instances any professional teacher falling below target in any category and no professional teacher at the unacceptable range for any category, faculty will continue to monitor assessment results closely to ensure that this pattern of completer impact on student learning remains.

E. Assessment Tool


Grace College Professional Teacher Work Sample	
<p>You will design a Professional Teacher Work Sample (PTWS) that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, you will provide credible evidence of your ability to facilitate learning. During an instructional unit or segment of teaching, you will document how you nurture and assess the growth and learning of your students. Before you teach the unit, you will describe contextual factors, identify a learning goal based on state approved standards, create an assessment plan designed to measure student performance before (pre-assessment and after (post-assessment), and plan your instruction.</p> <p>After you teach the unit, you will analyze student learning, then reflect upon, and evaluate your teaching as related to student learning as you examine the documentation you have gathered. All documentation will be submitted electronically.</p>	
STEP 1 – Contextual Factors:	Timeline:
<input type="checkbox"/> Review Contextual Factors that affect your teaching and learning situation <ul style="list-style-type: none"> • This may include Student Learning Objectives (SLOs) to help determine areas of need <input type="checkbox"/> Determine your area of focus	Completed BEFORE unit starts
<p>PROMPT: <i>Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning. Address how the contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Include specific instructional implications for factors that will influence how you plan and implement your unit.</i></p>	
STEP 2 – Research Review	Timeline:
<input type="checkbox"/> Review research pertaining to your area of focus <input type="checkbox"/> Determine what you believe will make a difference to student learning	Completed BEFORE unit starts
<p>PROMPT: <i>Provide a description of research pertaining to your area of focus and determine what you believe will make a difference to student learning</i></p>	
STEP 3 Learning Goal	Timeline:
<input type="checkbox"/> Identify 1 learning goal you wish your students to meet by the end of the unit	Completed BEFORE unit starts
<p>PROMPT: <i>Identify and justify your learning goal</i></p>	

<p>STEP 4 Instructional Plan & Data Collection</p>	<p>Timeline:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a comprehensive plan that matches with your focus and learning goal and includes lesson plans with a reference to research. <input type="checkbox"/> Include an overview of your assessment plan <input type="checkbox"/> Create Pre-and post-assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed BEFORE unit starts, with adjustments made while teaching the unit based on student response and needs <input type="checkbox"/> Completed BEFORE unit starts, with adjustments made during and at end of unit
<p>PROMPT: Describe the key components of your instructional plan, including an overview of your assessment plan that aligns with your learning goal. Please send all documents (unit/lesson plans, pre-assessment, post-assessment) to PTWS@grace.edu.</p>	
<p>STEP 5 – Data Analysis & Professional Reflection</p>	<p>Timeline:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Analyze results of pre-assessment plan and make any adjustments to unit based on student needs <input type="checkbox"/> Generate and analyze Graphs/tables of student learning to make adjustments to unit as needed and to assess results at the end of unit <input type="checkbox"/> Summary of class learning (Post assessment data) <input type="checkbox"/> Summary of three individuals at various readiness levels <input type="checkbox"/> Summary of Subgroup differences <input type="checkbox"/> Reflection of Unit 	<ul style="list-style-type: none"> <input type="checkbox"/> Before unit starts <input type="checkbox"/> After collection of pre-assessment data (before unit) <input type="checkbox"/> After collection of post assessment data (after unit) <input type="checkbox"/> After unit
<p>Reflect on successful and unsuccessful aspects of your unit including ideas that could improve student learning. Be prepared to share your PTWS in a Celebration of Learning. You will want to prepare a PowerPoint (or other presentation format) to present to your cohort. Be sure to address the above categories.</p>	

Please submit your responses to the above prompts in a professional presentation format.

The following rubric will be used to assess your PTWS. You will be asked to provide a self-evaluation as well as participate in a cohort discussion regarding strengths and areas of growth. Student learning and growth will be assessed.

E. Assessment Rubric

Rating →	3	2	1	Reflection Notes
Indicator ↓	Exemplary	 Target	Emerging	
CONTEXTUAL FACTORS: Use of Contextual Information and Data to Select a Variety of Instruction, Strategies, Learning Tasks, and Resources	<input type="checkbox"/> Teacher professional draws upon contextual factors and pre-assessment data to design activities and learning tasks that are productive, appropriate, and differentiated.	<input type="checkbox"/> Teacher professional draws upon contextual factors and pre-assessment data to design activities and learning tasks that are productive and appropriate for students.	<input type="checkbox"/> Teacher professional designs instruction with <i>minimal</i> reference to contextual factors and pre-assessment data. Activities and learning tasks <i>are not</i> productive or appropriate for students.	
RESEARCH: Variety of Instruction, Strategies, Learning Tasks, and Resources Linked to Research	<input type="checkbox"/> Teacher professional uses a <i>significant</i> variety of instruction, activities, learning tasks and/or resources that <i>lead to deep understanding</i> . Research-based strategies <i>make a clear contribution to learning</i> .	<input type="checkbox"/> Teacher professional uses a variety of instruction, activities, learning tasks, or resources that contribute to student learning. Research-based strategies are appropriate.	<input type="checkbox"/> Teacher professional uses a <i>minimal</i> variety of instruction, activities, learning tasks, and resources, <i>relying heavily on textbook or single resource (e.g., work sheets)</i> . Research-based strategies are <i>inappropriate or missing</i> .	
DATA ALIGNMENT & LEARNING GOAL(S): Data Alignment with Learning Goal(s)	<input type="checkbox"/> Teacher professional <i>fully</i> aligns analysis of student learning with learning goal(s) and provides a <i>comprehensive</i> profile of student learning for the whole class, subgroups, and three individuals with various levels of readiness.	<input type="checkbox"/> Teacher professional aligns analysis of student learning with learning goal(s) and provides a profile of student learning for the whole class, subgroups, and three individuals with varying levels of readiness.	<input type="checkbox"/> Teacher professional <i>partially</i> aligns analysis of student learning with learning goal(s) <i>and/or fails</i> to provide a profile of student learning for the whole class, subgroups, <i>and/or</i> three individuals with varying levels of readiness.	

<p>DATA ANALYSIS: Evidence of Impact on Student Learning</p>	<p><input type="checkbox"/> Teacher professional’s analysis of student learning includes <i>clear</i> evidence that learning goal(s) were met by the majority of students. Includes a rationale for future growth of students not meeting the learning goal(s).</p>	<p><input type="checkbox"/> Teacher professional’s analysis of student learning includes adequate evidence of the impact on student learning in terms of number of students who achieved and made progress toward the learning goal(s).</p>	<p><input type="checkbox"/> Teacher professional’s analysis of student learning <i>reveals students’ lack of progress</i> toward meeting learning goals.</p>	
<p>PROFESSIONAL REFLECTION: Interpretation of Student Learning</p>	<p><input type="checkbox"/> Teacher professional provides evidence to support conclusions drawn in “Data Analysis” section. Teacher professional explores multiple hypotheses for successful and unsuccessful learning experiences throughout the unit.</p>	<p><input type="checkbox"/> Teacher professional provides evidence to support conclusions drawn in “Data Analysis” section by addressing successful and unsuccessful learning experiences throughout the unit.</p>	<p><input type="checkbox"/> Teacher professional provides evidence but no (or simplistic, superficial, or inaccurate) reasons or hypotheses to support conclusions drawn in “Data Analysis” section.</p>	

F. Data Charts:

Professional Teacher Grade Level	School District	Years of Experience
First Grade	Seymour Community Schools	2
Fifth/Sixth Grade	Warsaw Community Schools	1
Seventh/Eighth Grade ELA	Warsaw Community Schools	1.5
Elementary SPED	Triton School Corporation	3

Professional Teacher Work Sample Spring 2021 N = 4									
Criterion	Performance Rating of Frequency (percentage)								
	Exemplary		Target		Emerging		Unacceptable		
	Freq	%	Freq	%	Freq	%	Freq	%	
CONTEXTUAL FACTORS: Use of Contextual Information and Data to Select a Variety of Instruction, Strategies, Learning Tasks, and Resources	3	75%	1	25%	0	0%	0	0%	
RESEARCH: Variety of Instruction, Strategies, Learning Tasks, and Resources Linked to Research	3	75%	1	25%	0	0%	0	0%	
DATA ALIGNMENT & LEARNING GOAL(S): Data Alignment with Learning Goal(s)	2	50%	2	50%	0	0%	0	0%	
DATA ANALYSIS: Evidence of Impact on Student Learning	2	50%	2	50%	0	0%	0	0%	
PROFESSIONAL REFLECTION: Interpretation of Student Learning	4	100%	0	0%	0	0%	0	0%	

Professional Teacher Grade Level	School District	Years of Experience
First Grade	Wa-Nee Community Schools	2
Sixth Grade	Warsaw Community Schools	1
Elementary Special Education (Intense)	Triton Community Schools	1.5
Middle School Language Arts	Warsaw Community Schools	1
High School Mathematics	East Noble Community Schools	1

Professional Teacher Work Sample									
Spring 2022									
N = 5									
Average of Scores from College Faculty and Professional Teachers									
Criterion	Performance Rating of Frequency (percentage)								
	Exemplary		Target		Emerging		Unacceptable		
	Freq	%	Freq	%	Freq	%	Freq	%	
CONTEXTUAL FACTORS: Use of Contextual Information and Data to Select a Variety of Instruction, Strategies, Learning Tasks, and Resources	5	100%	0	0%	0	0%	0	0%	
RESEARCH: Variety of Instruction, Strategies, Learning Tasks, and Resources Linked to Research	5	100%	0	0%	0	0%	0	0%	
DATA ALIGNMENT & LEARNING GOAL(S): Data Alignment with Learning Goal(s)	5	100%	0	0%	0	0%	0	0%	
DATA ANALYSIS: Evidence of Impact on Student Learning	5	100%	0	0%	0	0%	0	0%	
PROFESSIONAL REFLECTION: Interpretation of Student Learning	5	100%	0	0%	0	0%	0	0%	

Professional Teacher Grade Level	School District	Years of Experience
First Grade	Wa-Nee Community Schools	3
Fourth Grade	Green Local Schools	1
Sixth Grade	Warsaw Community Schools	2
High School Mathematics	Clear Fork Valley Local Schools	1

Professional Teacher Work Sample									
Spring 2023									
N = 4									
Average of Scores from College Faculty and Professional Teachers									
Criterion	Performance Rating of Frequency (percentage)								
	Exemplary		Target		Emerging		Unacceptable		
	Freq	%	Freq	%	Freq	%	Freq	%	
CONTEXTUAL FACTORS: Use of Contextual Information and Data to Select a Variety of Instruction, Strategies, Learning Tasks, and Resources	4	100%	0	0%	0	0%	0	0%	
RESEARCH: Variety of Instruction, Strategies, Learning Tasks, and Resources Linked to Research	4	100%	0	0%	0	0%	0	0%	
DATA ALIGNMENT & LEARNING GOAL(S): Data Alignment with Learning Goal(s)	4	100%	0	0%	0	0%	0	0%	
DATA ANALYSIS: Evidence of Impact on Student Learning	3	75%	1	25%	0	0%	0	0%	
PROFESSIONAL REFLECTION: Interpretation of Student Learning	3	75%	1	25%	0	0%	0	0%	