Professional Teacher Work Sample

A. Assessment Description and Its Use in the Program

The Professional Teacher Work Sample (PTWS) assessment, utilized by the School of Education (SOE), measures the impact of program completers on P-12 student learning. This assessment requires professional teachers (program completers) to systematically plan, document, analyze student learning, and reflect on their practice to demonstrate student growth. A representative sample of teachers from various grade levels and content areas is invited to complete the PTWS over the course of a semester. These assessments are then submitted to the School of Education, where data on student growth is highlighted. The PTWS employs a range of strategies, with teachers providing credible evidence of their ability to foster learning and growth for all students.

B. Alignment with Standards

The PTWS aligns with CAEP Standard 4.1: Impact on Student Learning and Development, which emphasizes that educator preparation programs must document, through multiple measures, that program completers contribute to expected levels of student learning growth. The PTWS ensures that teachers apply a variety of strategies, tailored to students' individual strengths, needs, and prior experiences, providing solid evidence of their ability to enhance learning and meet state standards.

C. Data Findings Analysis

The knowledge and skills demonstrating professional teachers effect on student learning was assessed using the PTWS. A sample of 15 program completers were evaluated over the course of three applications of data. Assessment data was collected and evaluated for the spring 2022 (n=5), spring 2023 (n=4), and fall 2024 (n=6). 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. 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 all three applications, all program completers were rated as exemplary in utilizing contextual information to design effective learning tasks.
- **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. In the spring 2022 and spring 2023 applications, all participants (n=9) performed at an exemplary level in applying research. In fall 2024, 83% of teachers (n=5) demonstrated exemplary performance, while 17% (n=1) achieved target performance.
- **Data Alignment & Learning:** The PTWS assessment evaluates teachers' 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 both spring 2022 and spring 2023, 100% of program completers demonstrated exemplary performance in aligning student learning growth with unit objectives. In fall 2024, 67% of teachers (n=4) demonstrated exemplary performance, while 33% (n=2) met 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. In spring 2022, 100% of participants (n=5) were rated as exemplary in demonstrating a positive impact on student learning. In fall 2024, 67% (n=4) achieved exemplary performance, while 33% (n=2) met target performance, indicating that program completers contributed to the expected levels of student learning growth in accordance with 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 spring 2022, 100% of teachers (n=5) were rated as exemplary. In spring 2023, 75% (n=3) were exemplary, with 25% (n=1) rated as target. In fall 2024, 83% (n=5) demonstrated exemplary performance, and 17% (n=1) met target performance.

D. Interpretation of Data and Standard Compliance

The data collected across three applications of the PTWS provides strong evidence that professional teachers in this sample possess the necessary knowledge and skills to foster student learning growth. In every application, there were no instances of teachers falling below target performance, and no teachers were rated as "unacceptable" in any category. The consistent evidence of professional teachers' ability to connect contextual factors with research-based strategies demonstrates their effectiveness in producing significant student learning growth. Faculty will continue to closely monitor these results to ensure that this trend of positive teacher impact on student learning persists.

In summary, the PTWS results confirm that program completers meet the standards for student learning growth as outlined in CAEP Standard 4.1, supporting the continued success of the SOE's teacher preparation program.

E. Assessment Tool

<table>
<tr><td colspan="2" align="center">**Grace College**
Professional Teacher Work Sample</td></tr>
<tr><td colspan="2">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.

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.</td></tr>
<tr><td>**STEP 1 – Contextual Factors:**</td><td>**Timeline:**</td></tr>
<tr><td>□ Review Contextual Factors that affect your teaching and learning situation

•   This may include Student Learning Objectives (SLOs) to help determine areas of need

□ Determine your area of focus</td><td>Completed BEFORE unit starts</td></tr>
<tr><td colspan="2">**PROMPT**: *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.*</td></tr>
<tr><td>**STEP 2 – Research Review**</td><td>**Timeline:**</td></tr>
<tr><td>□ Review research pertaining to your area of focus

□ Determine what you believe will make a difference to student learning</td><td>Completed BEFORE unit starts</td></tr>
<tr><td colspan="2">**PROMPT**: *Provide a description of research pertaining to your area of focus and determine what you believe will make a difference to student learning*</td></tr>
<tr><td>**STEP 3   Learning Goal**</td><td>**Timeline:**</td></tr>
<tr><td>□ Identify 1 learning goal you wish your students to meet by the end of the unit</td><td>Completed BEFORE unit starts</td></tr>
<tr><td colspan="2">**PROMPT**: *Identify and justify your learning goal*</td></tr>
</table>

STEP 4 Instructional Plan & Data Collection	Timeline:
□ Develop a comprehensive plan that matches with your focus and learning goal and includes lesson plans with a reference to research. □ Include an overview of your assessment plan □ Create Pre-and post-assessments	□Completed BEFORE unit starts, with adjustments made while teaching the unit based on student response and needs □Completed BEFORE unit starts, with adjustments made during and at end of unit

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.*

STEP 5 – Data Analysis & Professional Reflection	Timeline:
□ Analyze results of pre-assessment plan and make any adjustments to unit based on student needs □ Generate and analyze Graphs/tables of student learning to make adjustments to unit as needed and to assess results at the end of unit □ Summary of class learning (Post assessment data) □Summary of three individuals at various readiness levels □ Summary of Subgroup differences □ Reflection of Unit	□Before unit starts □After collection of pre-assessment data (before unit) □After collection of post assessment data (after unit) □After unit

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.

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

DATA ANALYSIS: **Evidence of Impact on Student Learning**	☐ Teacher professional's analysis of student learning includes *clear* 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).	☐ 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).	☐ Teacher professional's analysis of student learning *reveals students' lack of progress* toward meeting learning goals.	
PROFESSIONAL REFLECTION: **Interpretation of Student Learning**	☐ 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.	☐ Teacher professional provides evidence to support conclusions drawn in "Data Analysis" section by addressing successful and unsuccessful learning experiences throughout the unit.	☐ Teacher professional provides evidence but no (or simplistic, superficial, or inaccurate) reasons or hypotheses to support conclusions drawn in "Data Analysis" section.	

F. Data Charts:

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%

Professional Teacher Grade Level	School District	Years of Experience
3rd Grade	Warsaw Community Schools	1
3rd Grade	Warsaw Community Schools	1
Fifth Grade	Warsaw Community Schools	3
Fifth Grade	Warsaw Community Schools	1
7th Grade Social Studies	Warsaw Community Schools	1
10th-12 Grade Business	Burris Laboratory School	3

Professional Teacher Work Sample
Fall 2024
N = 6
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**	6	100%	0	0%	0	0%	0	0%
RESEARCH: **Variety of Instruction, Strategies, Learning Tasks, and Resources Linked to Research**	5	83%	1	17%	0	0%	0	0%
DATA ALIGNMENT & LEARNING GOAL(S): **Data Alignment with Learning Goal(s)**	4	67%	2	33%	0	0%	0	0%
DATA ANALYSIS: **Evidence of Impact on Student Learning**	4	67%	2	33%	0	0%	0	0%
PROFESSIONAL REFLECTION: **Interpretation of Student Learning**	5	83%	1	17%	0	0%	0	0%