

Teaching Sample Project
Scoring Rubrics
Students in Context

Teaching Process Standard: *The teacher uses information about the students, their individual characteristics and differences as well as information about the learning-teaching context to set learning outcomes and to plan instruction and assessment.*

TPE 8 – Learning About Students; TPE 10 – Instructional Time; TPE 11 – Social Environment

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Implications for Instruction	Implications for instruction are irrelevant or not based on student and contextual data.	Contextual factors selected are <u>generally</u> relevant to instruction. Description of implications appropriate to instruction in general.	Contextual factors selected are based <u>specifically</u> on relevant student <u>and</u> classroom data for <u>this class</u> . Description of implications appropriate to instruction in general.	Contextual factors selected are based specifically on relevant student and classroom data for this class. Description of implications <u>specifically connects</u> factors to the unit of instruction being planned.
Creating and Maintaining Effective Environments	Establishes no or ineffective procedures for managing routine tasks and transitions. Describes no or inappropriate expectations and consequences for behavior.	Establishes some procedures for managing routine tasks and transitions that have impact on instructional time or student learning. Describes expectations and consequences for behavior.	Establishes <u>and</u> justifies procedures for managing routine tasks and transitions that address instructional time and support student learning <u>and</u> independence. Describes general expectations and consequences for behavior <u>that are appropriate and respectful of students</u> .	Establishes and justifies procedures for managing routine tasks and transitions that <u>clearly maximize</u> instructional time and enhances student learning and independence. Describes expectations and consequences for behavior that are appropriate and respectful of students <u>and specific to the students' characteristics and context</u> .

Circle overall rating: STUDENTS IN CONTEXT.

1 2 3 4

Content Analysis and Learning Outcomes

Teaching Process Standard: *The teacher sets significant, challenging, varied and appropriate learning outcomes.*

TPE 1 – Subject-Specific Pedagogical Skills; TPE 9 – Instructional Planning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Appropriateness For Students	Rationale does not connect outcomes to content of grade-level standards. Fails to justify appropriateness of outcomes for students.	Rationale connects outcomes to content indicated in grade-level standards. Justifies general appropriateness of outcomes for students at that grade level.	Rationale connects outcomes to content and <u>cognitive complexity</u> indicated in grade-level standards. Justifies general appropriateness of outcomes for students <u>in that class</u> .	Rationale <u>specifically aligns</u> outcomes to content and cognitive complexity indicated in grade-level standards. Justifies appropriateness of outcomes by <u>specifically referencing</u> information from Students in Context section.
Significance and Alignment with Standards	Outcomes are not aligned with appropriate content standards. Outcomes do not represent “big ideas” or structure of the discipline.	Some outcomes are aligned with appropriate content standards. Some outcomes represent “big ideas” or structure of the discipline.	<u>Most</u> outcomes are <u>explicitly</u> aligned with appropriate content standards. <u>Most</u> outcomes represent “big ideas” or structure of the discipline.	All outcomes are explicitly aligned with appropriate content standards. <u>All</u> outcomes clearly represent “big ideas” or structure of the discipline.
Content Analysis	Analysis shows a lack of knowledge of subject matter. Content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Analysis shows beginning knowledge of subject matter. Content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline though the focus is on factual information.	Analysis includes concepts, facts, <u>and</u> generalizations congruent with the “big ideas” or structure of the discipline. Content appears to be accurate.	Analysis identifies the <u>interrelatedness of</u> concepts, facts, and generalizations congruent with the “big ideas” or structure of the discipline. Content appears to be accurate.

Circle overall rating:

CONTENT ANALYSIS AND LEARNING OUTCOMES.

1 2 3 4

Assessment Plan

Teaching Process Standard: *The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during and after instruction.*

TPE 2 – Monitoring Student Learning; TPE 3 – Interpretation & Use of Assessment

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Congruence with Learning Outcomes and Content	Content and methods of assessment lack congruence with learning outcomes and cognitive complexity.	Some assessment methods are congruent with learning outcomes in content and cognitive complexity.	<u>Most</u> assessment methods are congruent with learning outcomes in content and cognitive complexity.	<u>All</u> assessments are clearly congruent with the learning outcomes in both content and cognitive complexity. <u>In addition</u> , clear evidence of advance planning to assess common misconceptions.
Variety in Methods of Assessment	The assessment plan includes only one method of assessment (e.g. paper & pencil test); and does not assess students before, during, and after instruction.	The assessment plan includes both formal and informal methods of assessment and assesses students before, during, and after instruction.	The assessment plan includes <u>multiple and varied</u> assessment methods; and assesses student performance before, during and after instruction.	The assessment plan includes multiple assessment methods, <u>including</u> those requiring an integration of knowledge, skills, and reasoning; and assesses student performance before, during and after instruction.
Clarity of Assessment Methods and Criteria for Performance	Items or prompts are poorly written or missing; directions and procedures are confusing; scoring procedures are missing, unclear or inaccurate. No clear criteria for measuring student performance relative to the learning outcomes.	Some items or prompts are clearly written; some directions and procedures are clear; some scoring procedures are explained. Some criteria for measuring student performance are linked to the learning outcomes.	<u>Most</u> items or prompts are clearly written; directions and procedures are clear; scoring procedures are explained. <u>Criteria</u> for measuring student performance are clear and linked to the learning outcomes.	<u>All</u> items or prompts are clearly written; directions and procedures are clear to students; scoring procedures <u>are valid</u> and clearly explained. Criteria for measuring student performance are <u>explicitly linked</u> to the learning outcomes.
Adaptations Based on the Needs of Students	Assessment adaptations are missing or inappropriate to meet the needs of EL or special needs students.	Some assessment adaptations for EL or special needs students are generally appropriate.	<u>Variety</u> of assessment adaptations <u>appropriate to EL and</u> special needs students.	Assessment adaptations <u>are appropriate and specifically designed</u> to meet the needs of individual EL and special needs students.

Circle overall rating: ASSESSMENT PLAN.

1 2 3 4

Design for Instruction

Teaching Process Standard: *The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.*

TPE 7 – Teaching English Learners; TPE 8 – Learning About Student; TPE 9 – Instructional Planning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Few, vague, or inappropriate implications noted for the results of the pre-assessment. Unit overview and lesson descriptions are in conflict with the results of the pre-assessment and/or the contextual factors.	Recognizes the need to use pre-assessment data in planning instruction. Unit overview and lesson descriptions show some attention to pre-assessment results and contextual factors. Some ideas for differentiating instruction are described, including instruction of English learners and special needs students.	Pre-assessment data and contextual factors <u>are used</u> to inform planning. Unit overview and lesson descriptions are <u>in alignment with</u> the learning needs of the students, including English learners and special needs students. Suggestions for differentiating instruction <u>are appropriate</u> for students.	Instruction has been designed with reference to pre-assessment data and contextual factors. Activities <u>appear productive and appropriate</u> for <u>each</u> student. Instruction and activities are <u>frequently differentiated</u> in response to student background, needs, and interests.
Alignment with Learning Outcomes & Standards	Few lessons, activities, and resources are explicitly linked to learning outcomes and standards. Not all learning outcomes are covered in the design.	Most lessons are linked to learning outcomes and standards. Most learning outcomes are covered in the design.	<u>All</u> lessons are <u>explicitly</u> linked to learning outcomes and standards. <u>Alignment of most activities and resources</u> with learning outcomes is clear. <u>All</u> learning outcomes are covered in the design.	All lessons, <u>learning activities, and resources</u> are explicitly aligned with learning outcomes and standards. All learning outcomes are covered in the design.
Use of a Variety of Instruction, Activities, Assignments, and Resources	Little variety of instruction, activities, materials, and assignments. Heavy reliance on textbook or single resource (e.g., workbook).	Some variety in instruction, activities, materials, or resources, with some contribution to learning.	Use of a <u>variety</u> of teaching methods (such as direct instruction & inquiry) and activities. Selected materials <u>contribute to</u> learning.	<u>Multiple strategies used within the same lesson.</u> Activities and materials are <u>varied</u> and make a <u>clear contribution</u> to learning.

Circle overall rating: DESIGN FOR INSTRUCTION

1 2 3 4

Instructional Decision-Making

Teaching Process Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

TPE 2 – Monitoring Student Learning; TPE 4 – Making Content Accessible; TPE 9 – Instructional Planning

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Monitoring Student Learning	No evidence of strategies for monitoring student learning during instruction.	Some evidence of strategies for monitoring student learning during instruction; focus is primarily on behavior rather than learning.	<u>Clear</u> evidence of strategies for monitoring student learning during instruction. Strategies are primarily informal.	Clear evidence of <u>both</u> informal and formal strategies for monitoring student learning during instruction.
Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications OR information about student learning is used inappropriately, or not used to adjust instruction.	Some modifications of the instructional plan are made to address individual student needs, with some connections to assessment of student learning.	<u>Appropriate</u> modifications of the instructional plan are made to address individual student <u>or</u> whole group needs. These modifications <u>are</u> informed by the assessment of student learning/performance.	Appropriate modifications of the instructional plan are made to address individual student <u>and</u> whole group needs. These modifications are <u>directly informed</u> by the assessment of student learning/performance.
Congruence Between Modifications and Learning Outcomes	Modifications in instruction lack congruence with learning outcomes OR no reasons given for how modifications would improve student progress.	Modifications in instruction are somewhat congruent with learning outcomes. Reasons for modifications address some aspects of the lesson and reflect efforts to improve student progress.	Modifications in instruction <u>are</u> <u>congruent</u> with learning outcomes. General reasons for the modifications <u>address</u> <u>how</u> they would improve student progress.	Modifications in instruction are <u>directly</u> <u>connected to</u> learning outcomes. Includes <u>extensive</u> reasons for how the modifications would improve specific student progress.

Circle overall rating: INSTRUCTIONAL DECISION-MAKING 1 2 3 4

Analysis of Student Learning

Teaching Process Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

TPE 3 – Interpretation & Use of Assessment; TPE 12 – Professional, Legal, and Ethical Obligations

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Alignment with Learning Outcomes & Standards	Analysis of student learning is not aligned with learning outcomes and standards. Analysis includes no or incomplete profile of student learning for whole class and subgroups.	Analysis of student learning is partially aligned with learning outcomes and standards and includes information related to student learning for the whole class and subgroups.	Analysis is <u>generally aligned</u> with learning outcomes and standards, <u>and provides</u> a profile of student learning for the whole class and subgroups.	Analysis is <u>fully</u> aligned with learning outcomes and standards, and provides a <u>comprehensive</u> profile of student learning for the whole class and subgroups, <u>including</u> relevant scores <u>and</u> a description of what was learned.
Interpretation of Data	Interpretation of data is inaccurate or missing. Conclusions are missing or unsupported by evidence of student learning.	Interpretation is technically accurate. Conclusions are based on some evidence of student learning.	Interpretation is <u>meaningful</u> . Appropriate conclusions <u>are supported by</u> the evidence of student learning.	Interpretation is <u>substantive</u> . <u>Strong</u> conclusions are supported by evidence of student learning.
Evidence of Impact on Student Learning	Includes no evidence of impact on student learning related to the learning outcome. Limited acceptance of the teacher's role in learning.	Includes some evidence of the impact on student learning related to the learning outcome. Beginning to accept responsibility for the success of all students.	Includes <u>evidence of</u> the impact on student learning in terms of <u>number of</u> students who achieved the learning outcome. <u>Recognizes</u> the responsibility of the teacher's role in learning.	Includes evidence of the impact on student learning in terms of number of students who achieved <u>and</u> made progress toward the learning outcome. <u>Accepts</u> responsibility for the success of all students.

Circle overall rating: ANALYSIS OF STUDENT LEARNING 1 2 3 4

Reflection and Self-Evaluation

Teaching Process Standard: *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

TPE 12 – Professional, Legal, and Ethical Obligations; TPE 13 – Professional Growth

Rating → Indicator ↓	1 Does Not Meet Expectations	2 Meets Expectations	3 Meets Expectations at a High Level	4 Exceeds Expectations
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others. Suggests inappropriate or no instructional techniques for English learners, gifted/talented students, or others with special learning needs. No evidence of seeing connections among learning outcomes, instruction, assessment results, and subject matter knowledge OR connections are irrelevant or inaccurate.	Identifies successful activities or assessments and explores reasons for their success (no use of theory or research). Suggests some instructional techniques for English learners, gifted/talented students, or others with special learning needs. Evidence of seeing some connections between learning outcomes, instruction, assessment, or subject matter knowledge.	Identifies successful activities and assessments and provides <u>plausible</u> reasons (<u>based on implied theory or research</u>) for their success. Suggests general instructional techniques for English learners, gifted/talented students, <u>and</u> others with special learning needs. <u>Clear</u> evidence of seeing connections between <u>two or more</u> of the following: learning outcomes, instruction, assessment, subject matter knowledge.	Identifies successful activities and assessments and provides plausible reasons (based on <u>explicit</u> theory or research) for their success or lack thereof. Suggests <u>specific</u> <u>and</u> appropriate instructional techniques for English learners, gifted/talented students, and others with special learning needs. Clear evidence of seeing connections among learning outcomes, instruction, assessment, <u>and</u> subject matter knowledge.
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning outcomes, instruction, or assessment.	Provides ideas for redesigning learning outcomes, instruction, or assessment.	Provides <u>at least two</u> suggestions for redesigning learning outcomes, instruction, or assessment <u>and</u> explains why these modifications would improve student learning.	Provides <u>more than two</u> ideas for redesigning learning outcomes, instruction, <u>and</u> assessment, <u>connects</u> these suggestions to assessment data, <u>and</u> explains why these modifications would improve student learning.
Implications for Professional Development	Professional learning goals not related to practice. Steps are impractical or inappropriate.	Presents reasonable professional learning goals connected to candidate's practice in general. Appropriate steps described in general terms.	Presents reasonable professional learning goals <u>connected to the unit taught</u> . Appropriate steps described in <u>specific</u> terms.	Presents reasonable professional learning goals connected to experiences <u>documented</u> in the project. Appropriate steps described in <u>specific</u> terms.

Circle overall rating: REFLECTION AND SELF EVALUATION

1 2 3 4

TSP ADDENDUM FOR EARLY CHILDHOOD EDUCATION STUDENTS

In addition to state and national accreditation by CCTC and NCATE, the Early Childhood Education Program is recognized by NAEYC as meeting additional standards in the area of early childhood education. Students graduating from the ECE Program at Fresno State must show mastery of those additional standards by completing specific assessments built into coursework or as an extension to FAST, the Fresno Assessment of Student Teachers. As such, ECE students are required to expand upon specific sections of the Teaching Sample Project in final student teaching.

- Subject-Specific Pedagogical Skills (TPE 1) (NAEYC 3 & 4)
- Monitoring Student Learning During Instruction (TPE 2) (NAEYC 3)
- Interpretation and use of Assessments (TPE 3) (NAEYC 3)
- Teaching English Learners (TPE 7) (NAEYC 1, 3, 4)
- Learning About Students (TPE 8) (NAEYC 1 & 2)
- Instructional Planning (TPE 9) (NAEYC 3 & 4)
- Instructional Time (TPE 10) (NAEYC 4)
- Social Environment (TPE 11) (NAEYC 1, 2, 3, 4)
- Professional, Legal, and Ethical Obligations (TPE 12) (NAEYC 1 & 5)
- Professional Growth (TPE 13) (NAEYC 5)

While completing each section of the TSP, separately address the following inquiries in writing. Submit the Addendum to an ECE faculty as directed by the same date the TSP is due to your supervisor.

Student responses to the Addendum will be evaluated by ECE faculty using a common rubric to determine a level of mastery for each NAEYC standard. These scores will be reported in NAEYC accreditation documents as necessary.

DIRECTIONS:

Students in Context:

(Extension of) Implications for Instruction and Assessment: Address at least one community factor, one school factor, one classroom factor, and three student factors. Implications must reference specific influences on development and learning. (NAEYC STANDARD 1)

Classroom Management Plan: (Added section) Creating a supportive environment. Describe your plan for a learning environment that is healthy, respectful, supportive, and challenging for all young children, their families, and the community based on your analysis of student and contextual influences. (NAEYC STANDARDS 1 & 2)

Design for Instruction:

(Extension of) Overview: Describe specific steps you will take to support and empower families through respectful, reciprocal relationships; how you will involve families in their child's development and learning; and how you will use community resources to foster learning. (NAEYC STANDARD 2)

(Added section) Empowering families and communities. Describe specific steps you will take to support and empower families through respectful, reciprocal

relationships. Describe how you will build positive relationships with families with particular attention to families' language and culture. Describe very specifically how you will involve families in their child's development and learning during this specific unit of study and how you will use community resources to foster content learning.

**ASSESSMENT 1:
Teaching Sample Project Data Chart**

2012-13 Aggregated Data; n= 18

Teaching Sample Section	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students in Context NAEYC 1, 2, 3, 4	0 0%	17 94%	1 6%
Content Analysis & Learning Outcomes NAEYC 1, 3, 4	0 0%	15 83%	3 17%
Assessment Plan NAEYC 1, 3, 4	0 0%	16 89%	2 11%
Design for Instruction NAEYC 1, 3, 4	0 0%	16 89% %	2 11%
Instructional Decision Making NAEYC 1, 3, 4, 5	0 0%	16 89%	2 11%
Analysis of Student Learning NAEYC 1, 3, 4, 5	0 0%	15 83%	3 17%
Reflection and Self Evaluation NAEYC 4, 5	0 0%	14 78%	4 22%

2011-2012 Aggregated Data; n= 18

Teaching Sample Section	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students in Context NAEYC 1, 2, 3, 4	0 0%	17 94%	1 6%
Content Analysis & Learning Outcomes NAEYC 1, 3, 4	0 0%	17 94%	1 6%
Assessment Plan NAEYC 1, 3, 4	0 0%	15 83%	3 17%
Design for Instruction NAEYC 1, 3, 4	0 0%	16 89%	2 11%
Instructional Decision Making NAEYC 1, 3, 4, 5	0 0%	16 89%	2 11%
Analysis of Student Learning NAEYC 1, 3, 4, 5	0 0%	15 83%	3 17%
Reflection and Self Evaluation NAEYC 4, 5	0 0%	16 89%	2 11%

2010-11 Aggregated Data, n=20

Teaching Sample Section	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students in Context NAEYC 1, 2, 3, 4	0 0%	17 85%	3 15%
Content Analysis & Learning Outcomes NAEYC 1, 3, 4	0 0%	16 80%	4 20%
Assessment Plan NAEYC 1, 3, 4	0 0%	19 95%	1 5%
Design for Instruction NAEYC 1, 3, 4	0 4%	15 75%	5 25%
Instructional Decision Making NAEYC 1, 3, 4, 5	0 0%	18 90%	2 10%
Analysis of Student Learning NAEYC 1, 3, 4, 5	0 0%	15 75%	5 25%
Reflection and Self Evaluation NAEYC 4, 5	0 0%	17 85%	3 15%