CAEP Annual Report – Accountability Measures

Initial Level - Candidate Competency at Completion

Teacher Work Sample

Overview: The Teacher Work Sample (TWS) is a teaching unit that collects the learning data of the students during the Residency II semester. Candidates are required to create a pre/post-test that will be presented to their students on the content of the unit. Then, that data is compiled into a document along with data on the classroom, school, community, and students to create the TWS. The components of the TWS include Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Analysis of Student Learning, Reflection and Self-Assessment, and the attachment of all lesson plans and materials. Candidates are assessed at the end of the term by their assigned university coordinator. The Teacher Work Sample is assessed at the exit of the program during residency and is based on a three-point scale: Target = 3, Acceptable = 2, and Unacceptable = 1. Each criterion is included below along with standard alignment and mean scores for the overall EPP. Based on the requirements set by the EPP, the target score for candidates is a 2. The mean scores for the EPP illustrate candidates exceeding this target for all criteria demonstrating candidate competency at completion based on contextual factors, learning goals, assessment planning, design for instruction, analysis of student learning, reflection, and self-assessment. It is important to note that data was only available for Spring 2022 as minor revisions were made to the TWS in Fall 2021, applicable Spring 2022, creating a new valid and reliable data set. Criteria highlighted below were revised.

Student Teacher/Resident Teacher Work Sample				
Rubric Standard Alignment and Criteria				Spring 2022
CAEP	InTASC	State (LTPC)	Criteria	EPP Mean
				(N=38)
R1.3	7	EC.B4 ELA-CK.B1 General.D SPED-LE.A SPED-LE.B SPED LE.C SPED-LE.D SPED-LE.E	Contextual Factors: Knowledge of Community, School and Classroom Factors	M=3.00
R1.3	7	EC.B4ELA-CK.C4 ELA-CK.C5 General.D SPED-LE.A	Contextual Factors: Knowledge of Characteristics of Students	M=2.97
R1.3	8	EC.B4ELA-PED.C2 General.D SPED-LE.A	Contextual Factors: Knowledge of Students' Varied Approaches to Learning	M=2.84
R1.3	7	EC.B4 ELA-PED.D5 General.D SPED-LE.A	Contextual Factors: Knowledge of Students' Skills	M=2.84
R1.3	7	EC.A ELA-PED.C1 General.B SPED-CUR.A	Learning Goals: Clear, Appropriate, Significant, and Challenging	M=2.92
R1.3	7	EC.AELA-PED.A2 General.B SPED-CUR.A	Learning Goals: Alignment with National, State or Local Standards	M=2.92
R1.3	6	EC.E1 EC.E2 EC.E3 EC.E4 General.H SPED-ASMNT.A	Assessment Plan: Overall Soundness	M=2.95
R1.3	6	EC.E1 EC.E2EC.E3EC.E4 General.H SPED-ASMNT.A	Assessment Plan: Clarity of Criteria and Standards for Performance	M=2.87
R1.3	6	EC.E1 EC.E2 EC.E3 EC.E4 ELA PED.D1 General.H SPED-ASMNT.A	Assessment Plan: Multiple Modes and Approaches	M=2.92
R1.3	6	EC.E1 EC.E2 EC.E3 EC.E4 ELA PED.D1 General.H SPED-ASMNT.A	Assessment Plan: Implications for Instructional Planning and Assessment	M=2.84
R1.2	4	EC.A General.B SPED-CUR.A SPED-IP.A1	Design for Instruction: Alignment with Learning Goals	M=2.97
R1.2	4	EC.A ELA-CK.A2 ELA-CK.A6 General.B SPED-CUR.A	Design for Instruction: Accurate Representation of Content	M=3.00
R1.1	1	EC.A ELA-PED.A5 General.B SPED-CUR.A SPED-IP.A1	Design for Instruction: Lesson and Unit Structure	M=3.00
R1.1	1	EC.A ELA-CK.A1 General.B SPED-CUR.A SPED-CUR.D SPED-CUR.E SPED-IP.A2 SPED-IP.A3	Design for Instruction: Use of a Variety of Instruction, Activities, Assignments and Resources	M=2.89
R1.3	8	ELA-PED.C5 General.A SPED-CUR.C1 SPED-IP.B	Design for Instruction: Use of Technology	M=2.59
R1.2	4	General.B	Analysis of Student Learning: Clarity and Accuracy of Presentation	M=2.89

R1.3	6	EC.E2 EC.E3 EC.E4 ELA-PED.D5 General.C General.H SPED-ASMNT.B	Analysis of Student Learning: Interpretation of Data	M=2.87
R1.3	6	EC.E2 EC.E3 EC.E4 General.C SPED-ASMNT.B	Analysis of Student Learning: Evidence of Impact on Student Learning	M=2.87
R1.4	9	EC.E3 EC.E4 General.C SPED-ASMNT.A SPED-ASMNT.B SPED-ASMNT.C	Reflection and Self-Evaluation: Insights on Effective Instruction and Assessment	M=2.82
R1.4	9	EC.E3 EC.E4 ELA-PED.B3 General.CSPED-ASMNT.ASPED-ASMNT.B SPED-ASMNT.C	Reflection and Self-Evaluation: Implications for Future Teaching	M=2.79