

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 allows residents to collect and analyze the learning data of PK-12 students during the full year of residency. In Residency I, candidates complete a version of this assignment twice with each university coordinator observation. In Residency I and II, they complete this process along with creating a student achievement chart and questions as a part of the POP Cycle

In Residency II, for the final assessment of their TWS, candidates are required to create a pre/post-test that will be presented to their students on the content of the unit. 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 Residency II by their assigned university coordinator.

The TWS data provided is derived from a final assessment at the exit of the program during residency II 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 as well as for each individual program. Based on the requirements set by the EPP, residents must have a 77% or higher on the TWS to complete residency. 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.

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Teacher Work Sample - Rev. S22

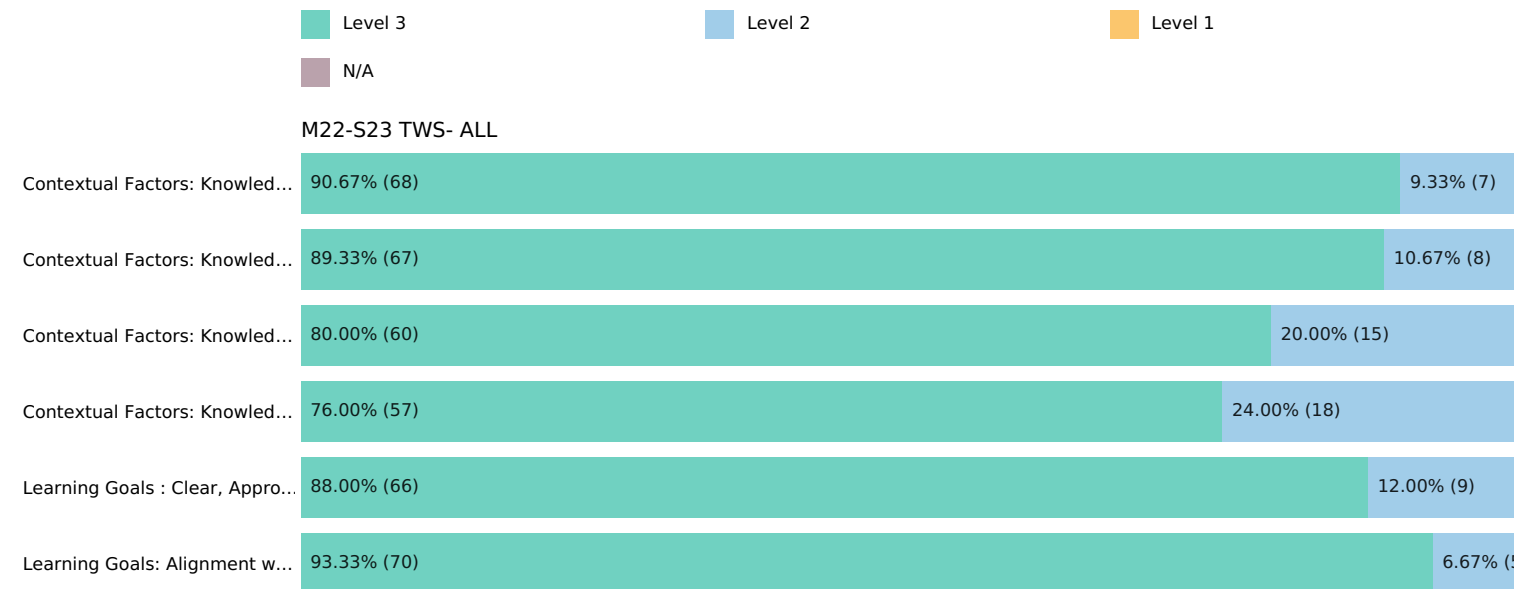
Group by: Query

Element: Contextual Factors: Knowledge of Community, School and Classroom Factors / Contextual Factors: Knowledge of Characteristics of Students / Contextual Factors: Knowledge of Students' Varied Approaches to Learning / Contextual Factors: Knowledge of Students' Skills / Learning Goals : Clear, Appropriate Significant and Challenging / Learning Goals: Alignment with National, State or Local Standards / Assessment Plan: Overall Soundness / Assessment Plan: Clarity of Criteria and Standards for Performance / Assessment Plan: Multiple Modes and Approaches / Assessment Plan: Implications for Instructional Planning and Assessment / Design for Instruction: Alignment with Learning Goals / Design for Instruction: Accurate Representation of Content / Design for Instruction: Lesson and Unit Structure / Design for Instruction: Use of a Variety of Instruction, Activities, Assignments and Resources / Design for Instruction : Use of Technology / Analysis of Student Learning : Clarity and Accuracy of Presentation / Analysis of Student Learning: Interpretation of Data / Analysis of Student Learning: Evidence of Impact on Student Learning / Reflection and Self-Evaluation: Insights on Effective Instruction and Assessment / Reflection and Self-Evaluation: Implications for Future Teaching

Performance Level: Level 3 / Level 2 / Level 1 / N/A

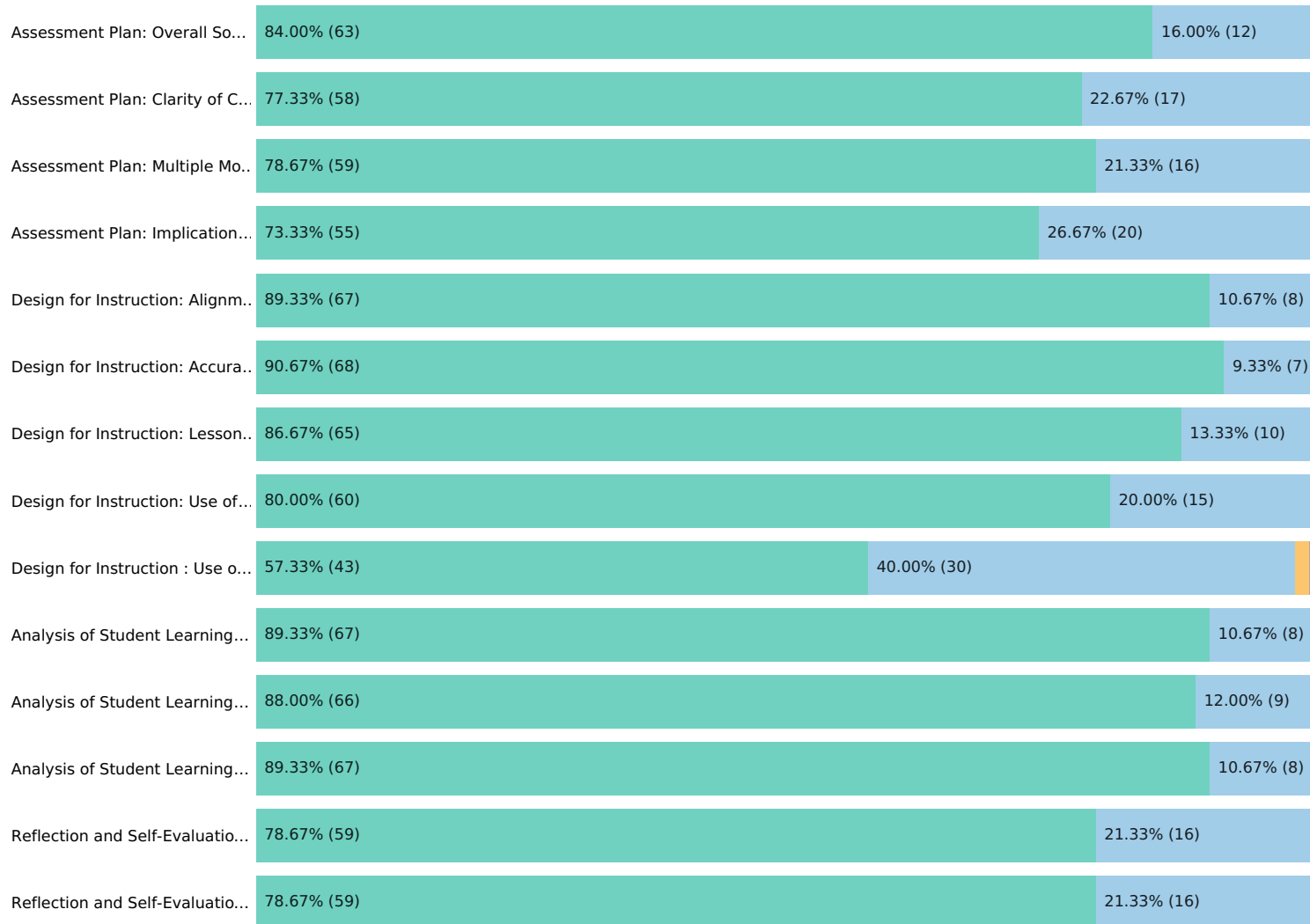
Standard: -

Rubric Results by Element



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Query	Element	Level 3	Level 2	Level 1	N/A	Mean	Stdev
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M22-S23 TWS- ALL	Contextual Factors: Knowledge of Community, School and Classroom Factors	68	7	0	0	2.91	0.29
	Contextual Factors: Knowledge of Characteristics of Students	67	8	0	0	2.89	0.31
	Contextual Factors: Knowledge of Students' Varied Approaches to Learning	60	15	0	0	2.80	0.40
	Contextual Factors: Knowledge of Students' Skills	57	18	0	0	2.76	0.43
	Learning Goals : Clear, Appropriate Significant and Challenging	66	9	0	0	2.88	0.33
	Learning Goals: Alignment with National, State or Local Standards	70	5	0	0	2.93	0.25
	Assessment Plan: Overall Soundness	63	12	0	0	2.84	0.37
	Assessment Plan: Clarity of Criteria and Standards for Performance	58	17	0	0	2.77	0.42

Assessment Plan: Multiple Modes and Approaches	59	16	0	0	2.79	0.41
Assessment Plan: Implications for Instructional Planning and Assessment	55	20	0	0	2.73	0.45
Design for Instruction: Alignment with Learning Goals	67	8	0	0	2.89	0.31
Design for Instruction: Accurate Representation of Content	68	7	0	0	2.91	0.29
Design for Instruction: Lesson and Unit Structure	65	10	0	0	2.87	0.34
Design for Instruction: Use of a Variety of Instruction, Activities, Assignments and Resources	60	15	0	0	2.80	0.40
Design for Instruction : Use of Technology	43	30	1	1	2.57	0.53
Analysis of Student Learning : Clarity and Accuracy of Presentation	67	8	0	0	2.89	0.31

Analysis of Student Learning: Interpretation of Data	66	9	0	0	2.88	0.33
Analysis of Student Learning: Evidence of Impact on Student Learning	67	8	0	0	2.89	0.31
Reflection and Self-Evaluation: Insights on Effective Instruction and Assessment	59	16	0	0	2.79	0.41
Reflection and Self-Evaluation: Implications for Future Teaching	59	16	0	0	2.79	0.41

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
M22-S23 TWS- ALL	74	56.55	3.84