

<i>Prompt/Rubric</i>	<i>drafted</i>	<i>Indicator met</i>	<i>Variation from rubric explained</i>
Contextual Factors (present tense) What are key factors will I need to consider as I'm considering to teach my class and what are the implications of those factors? (2-3 pages approx)			
Community, district, school factors			
Classroom factors (deal only with those that may affect learning)			
Student characteristics of the class (at least 2 that will affect your planning & instruction)			
Student skills - based on previous work of 3 students (2 implications that will affect your planning and instruction)			
Implications for Instructional Planning and Assessment (6 instructional implications total)			
Learning Goals (future tense) (1-2 pages)What do I want the students to learn or be able to do as a result of my teaching? Briefly state unit			
List of learning goals (only 3-5)			
Significance challenge and variety (Blooms, MI, Vygotsky, etc)			
Clarity (not activity)			
Appropriateness for students			
Alignment with national or local standards -- Write the standards			
Assessment Plan (future tense) (2-3 pages) What's the overall plan I have to assess the students before the unit, during the unit, and after the unit lessons are taught?			
Overview of assessment plan			
<i>Quantitative approach</i>			
describe the pre/post and formative assessments include the pre/post assessments and answer keys (in appendix)			
<i>Qualitative approach</i>			
describe the initial/final and formative assessments – describe your criteria used to determine if the students accomplished the learning goal (s)			
Rubric:			
Each of the goals are assessed in satisfactory way with nature of goal			
Assessment is linked to each learning goal			
Multiple modes and approaches to assessment (formative and summative assessments)			
Technical soundness			
Adaptations based on the needs of students			
Rationale – justification for the adaptations			
(A table can be used to share much of this information)			

Design for Instruction (future tense) (3pages) What’s the overview of the daily lessons and how will I be addressing each goal?			
graphic organizer of unit day by day – goal(s) for the day, activity/topic, modifications, assessment(s)			
Lessons aligned with learning goals(it should be clear which goals are being taught which days)			
Accurate use of content			
Lesson and unit structure (logical and move students to meeting goals)			
Use of variety of instruction, activities, assignments and resources			
Use of technology – (if will not use, justify why not)			
Use of contextual information and data should be apparent (– instructional implications described in the contextual factors section) to select appropriate and relevant activities, assignments and resources for students’ needs.			
Instructional Decision-Making (past tense) (3-4 pages) Looking back, what were two adjustments that I made in my original plan that were meant to increase the effectiveness of meeting my learning goals with either the whole class, a group of students, or one individual student?			
Use 2 instructional decision-making examples based on formative assessments			
<i>Decision one</i>			
Sound professional practice			
Modifications based on analysis of student learning/formative assessment			
Congruence between modifications and learning goals			
Rationale – justification for the modification			
<i>Decision two</i>			
Sound professional practice			
Modifications based on analysis of student learning/formative assessment			
Congruence between modifications and learning goals			
Rationale – justification for the modification			
Analysis of Student Learning (past tense) (4-5 pages) How well did the students do in meeting each of the goals in the lessons?			
<i>Quantitative:</i>			
Chart/graph illustrating each student's pre/post assessments – for each learning goal			
<i>Qualitative:</i>			
Using a narrative (or chart/graph) to describe students progress from the initial assessment to the final assessment (using the criteria you used to determine if each learning goal was met)			
Rubric – (Reasons for success or failure to be described in next chapter. Just state			

the results.			
Clarity and accuracy of presentation			
Analysis of student learning aligns with learning goals (whole class and 2 students)			
Interpretation of data meaningful			
Evidence of impact of student learning			
Reflection and Self Evaluation (past and future tenses) (3-4 pages) How did the unit go, what could I do differently, what do I realize that I still need to improve on to be a better teacher?			
Interpretation of student learning – why some succeeded and others didn't			
Insights on Effective Instruction and assessment - LG most successful 2 reasons why; LG least successful 2 reasons why; most and least successful activity/assessment and 2 reasons why			
Insights on individual learning – most & least successful modifications, 2 reasons why			
Alignment among goals, instruction and assessment			
Implication for future teaching - 2 modifications to improve student learning			
Implication for professional development – 2 goals and 2 steps to achieve goals			

Cover page: Use the Pilot TWS Cover page
 Student Teaching Center is Northeast Iowa
 Coordinator is Tom Blaine

Your signature(s) is required
 Cooperating teacher's signature if possible

Do not staple your TWS or use any special folder or binder. It would be best to use a binder clip to hold your TWS together.