School of Teaching, Learning and Leadership
Graduate Internships-XXX 6946

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity in canvas by the end of the first week of classes, or as soon as possible after adding the course, but no later than the first week of classes. Failure to do so could result in a delay in the disbursement of your financial aid.

**COURSE DESCRIPTION:** Student teaching in a school under the supervision of a certified classroom teacher.

**CREDIT HOURS:** 6 Semester Hours Total

**PREREQUISITES:** Completion of all other required courses in the program (see graduate catalog). Exceptions require program-level approval.

Students must apply and be approved for Internships I and II. Deadline dates, applications and instructions are available through the Office of Clinical Experiences at [http://education.ucf.edu/clinicalexp/](http://education.ucf.edu/clinicalexp/)

For fall internships the application deadline is February 15 and for spring internships, the deadline is September 15.

For catalog year 2014 and beyond, passing scores on all sections [General Knowledge, Professional, and Subject Area (Elementary Education K-6)] of the Florida Teacher Certification Examination (FTCE) are required prior to entry into Internship

**INTENDED AUDIENCE:** Teacher candidates who have completed all prerequisites and are seeking Florida Department of Education certification.

**COURSE FACULTY:** In addition to the supervising teacher in the classroom, each intern is assigned a University Coordinator who is a UCF Faculty member. Coordinators conduct formal observations and evaluations of the interns’ performance. **COORDINATORS FREQUENTLY CORRESPOND WITH SCHOOL PERSONNEL AND INTERN TO ENSURE OPEN COMMUNICATION.**

**CONTACT:** Students needing assistance should first contact their assigned internship coordinator. Coordinators will provide their e-mail address to their assigned interns. **All interns must use their Knights e-mail account for all correspondence with the College and their assigned coordinator.** For further assistance, contact the **Office of Clinical Experiences** at 407-823-2518.

**GOAL:** To assume the roles and responsibilities of a classroom teacher; to demonstrate competence in the Florida Educator Accomplished Practices, the Professional Education Competencies, the ESOL Performance Standards, and applicable Florida-adopted Subject Area Competencies; and to demonstrate personal attributes and dispositions that reflect the UCF College of Education’s Conceptual Framework, “Facilitating Reflective Practitioner.”
COMPETENCIES AND OBJECTIVES:

**Acronyms**

FSAC = Florida-adopted Subject Area Competencies  
ESOL - English to Speakers of Other Languages  
FEAP - Florida Educator Accomplished Practices  
PEC – Professional Education

(Competencies, standards, and practices are identified at the standard or competency level; this includes ALL subcompetencies and specific indicators for standards.)

The intern will:

A. Read and adhere to the Student Teaching Handbook (www.education.ucf.edu/clinicalexp)

B. Demonstrate xxxx in the ESOL Standards as indicated on the ESOL Proficiency Profile. (ESOL 1-6; PEC 7)

C. Develop, implement and report a Teacher Work Sample as described in separate document.

D. Respond to end of semester survey to include results of TWS and perceptions of preparedness for internship.

E. Demonstrate knowledge of subject matter in all elementary disciplines. (FSAC 60; PEC 8)

F. The intern will demonstrate proficiency in all Florida Educator Accomplished Practices as indicated by criteria in the Internship II Evaluation Rubric. (FEAP (a)1-4; (b)1-2; PEC 1-6) (FEAPs in chart below)

<table>
<thead>
<tr>
<th>(a) 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Aligns instruction with state-adopted standards at the appropriate level of rigor;</td>
</tr>
<tr>
<td>b. Sequences lessons and concepts to ensure coherence and required prior knowledge;</td>
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<tr>
<td>c. Designs instruction for students to achieve mastery;</td>
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<tr>
<td>d. Selects appropriate formative assessments to monitor learning;</td>
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<tr>
<td>e. Uses diagnostic student data to plan lessons; and</td>
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<tr>
<td>f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
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<table>
<thead>
<tr>
<th>(a) 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Organizes, allocates, and manages the resources of time, space, and attention;</td>
</tr>
<tr>
<td>b. Manages individual and class behaviors through a well-planned management system;</td>
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<tr>
<td>c. Conveys high expectations to all students;</td>
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<tr>
<td>d. Respects students’ cultural linguistic and family background;</td>
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<td>e. Models clear, acceptable oral and written communication skills;</td>
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<td>f. Maintains a climate of openness, inquiry, fairness and support;</td>
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<tr>
<td>g. Integrates current information and communication technologies;</td>
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<tr>
<td>h. Adapts the learning environment to accommodate the differing needs and diversity of students; and</td>
</tr>
<tr>
<td>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</td>
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</tbody>
</table>

| (a) 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: |
a. Deliver engaging and challenging lessons;
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students’ subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.

(a) 4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and
f. Applies technology to organize and integrate assessment information.

(b) 1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
e. Engages in targeted professional growth opportunities and reflective practices; and
f. Implements knowledge and skills learned in professional development in the teaching and learning process.

(b) 2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

a. Maintains high academic standards for all learners.
b. Believes all students can learn.
c. Demonstrates fairness and equity; promotes social justice and democracy.
d. Values diversity.
e. Meets deadlines, punctual, exhibits regular attendance.
f. Works well with others; accepts feedback and constructive criticism; is a reflective practitioner.

**ATTENDANCE:**

It is imperative that you are in attendance on each scheduled day. You are expected to follow your school’s requirements in regard to what time you need to report for duty and what time you may leave each day.

*Reporting to duty means that you are in your classroom ready to begin the day’s activities, not pulling into the parking lot or signing in.* It is strongly suggested that you arrive earlier and stay later than
required in order to optimally communicate with your supervising teacher and be fully organized and prepared.

In the event of an absence, you must call your supervising teacher and university coordinator before the school day begins to inform them of your absence. All missed days must be made up following the end of the regular internship experience. In cases where excess absences have occurred, or where patterns in attendance have interfered with the instructional momentum of the classroom, an “Unsatisfactory” grade maybe assigned. You may also be directed to extend the experience in the event that one or more competencies need further development. Students must follow guidelines for attendance as outlined in the Student Teaching Handbook.

You may also be directed to extend the experience in the event that one or more competencies need further development. It is further expected that you take part in all activities that your classroom teacher is required to assume. For example, you should attend staff meetings, parent-teacher conferences, open house, and so on.

**REQUIRED TEXTS AND READINGS:**

*Student Teaching Handbook: A Guide for Field Experiences and Clinical Practice*


**RECOMMENDED READING:**


ACADEMIC COURSE REQUIREMENTS:

OBSERVATIONS AND LESSON PLANS
A formal lesson plan needs to be provided to your university coordinator at least one day prior to your observation. The lesson plan should include the topic, a major goal, objectives, materials needed, strategies/activities, adaptations for exceptionalities and assessment. They need to also contain the Next Generation Sunshine State Standards and related benchmarks. You will need to have a copy of any of the materials being used ready for your coordinator, such as a textbook or worksheet.

A daily class schedule must also be provided for your university coordinator. He/she will give you directions for submitting this.

Each lesson observed should consist of 20 to 30 minutes of direct instruction. You will need to conference with your coordinator immediately following the observation. It is your responsibility to make arrangements for a place to meet (media center, workroom, teacher’s lounge, etc.). It is also your responsibility to inform your supervising teacher of the scheduled observations so that they may cover the class when you conference following your lesson. Also, the university coordinator needs to meet with your supervising teacher after conferencing with you.

The conference with your university supervisor is designed to help you to develop as a Facilitating Reflective Practitioner as should your daily communication with your supervising teacher and your own daily reflection.

Note: You should begin to follow the lesson planning model of the school and use your teacher’s format as soon as possible. However, formal lesson plans are required both for formal observations by your coordinator and lessons contained in your Teacher Work Sample. In addition, your teacher and/or university coordinator may request formal lesson plans at his or her discretion.

PROFESSIONAL DEVELOPMENT PLAN
By the end of the third week, you will be expected to complete a written professional development plan. The form for doing this is included in the handbook. Your supervising teacher and your university coordinator will assist you in this process. Your plan will enable you to identify an area where improvement is needed, formulate strategies and resources with which to facilitate this improvement and record the positive changes you made in student instruction.

ADDITIONAL ASSIGNMENTS
Additional assignments/readings may be made by the university coordinator. These assignments will address the areas of the competencies outlined above and be related to individual needs in terms of professional development.

EVALUATION AND GRADING
Interns are visited by their university coordinators approximately every two weeks. Oral and written feedback will be given immediately following each observation. The intern will receive information on strengths and areas that need to be developed. It is expected that there is noted improvement in the areas that need to be developed by the time of the next observation.

A formal mid-point and final conference will take place during the experience. These are comprised of the intern, supervising teacher and university coordinator sitting together and discussing progress in each area.
of competence using the Rubric Evaluation Form. Each area will be rated jointly by both the teacher and coordinator. The mid-point Rubric Summary Form will be rated using a numerical rubric. The Final Summary will be rated on a numerical rubric scale and also on a Satisfactory or Unsatisfactory basis.

The mid-point conference will identify strengths and areas that need further development. Areas that need to progress are expected to appear in the professional development plan, due after the mid-point conference.

In the event that a number of areas need improvement, a formal performance plan may be written by the university coordinator with the teacher’s input, and put into place. Also, the university coordinator may extend the Internship so that weaknesses may continue to be addressed.

All seven components of the Teacher Work Sample must be assessed at the Proficient level or above in order to receive a Satisfactory grade in the internship.

The final grade for graduates may be A, B, or F. An intern receiving a grade of F has not made adequate progress to pass the internship and is viewed as not capable of assuming his/her own classroom. Interns receiving an F grade may formally request being permitted to repeat the experience. Permission may or may not be forthcoming as each experience is evaluated on an individual basis. A grade of incomplete may mean that some required written work or evaluation forms have not been turned in, or, that the university coordinator deems that the intern is not ready to assume his/her own classroom at this time but has the potential to do so by repeating the experience.

**MODE OF INSTRUCTION**
Instruction is provided through observation and conferencing with the intern. The conferencing utilizes the intern’s self-reflection as well as written and verbal feedback from the university coordinator. Conferencing with the supervising teacher also utilizes written and verbal feedback. Assignments related to the areas of competence may be requested by either the university coordinator or supervising teacher.

**ADMINISTRATIVE COURSE REQUIREMENTS**
Students are to comply with the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006), the UCF College of Education Code of Professional Conduct, and the UCF Golden Rule provisions for Student Academic Behavior.

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.
Teacher Work Sample
Guidelines and Directions

A grade of Proficient or better on each component is required for Satisfactory completion of the internship.

As a classroom teacher, you will probably ask yourself, “Do I really make an impact on my students’ learning?” Even if this question never enters your mind, some parents or administrators may ask themselves similar questions about you. Regardless of audience or their reason for asking the question, the Teacher Work Sample (TWS) will give you the direct evidence you need to demonstrate your ability to assess and improve student outcomes.

A Teacher Work Sample is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher’s ability to:

- Analyze student data and assessments to determine learning needs
- Design and develop standards-based instruction that meets student needs
- Assess student learning prior to and during instruction and at the end of the unit
- Reflect on the teaching and learning process and identify ways to grow and develop

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Evaluation and Reflection

Use of these components will help you identify your students’ characteristics and needs, develop learning goals, decide how you will assess your students’ learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students’ learning outcomes.
Directions:

Complete the seven components of the Teacher Work Sample described below as you plan, teach, and Assess your instructional unit. Complete each component and give it to your university coordinator by the date that s/he indicates to you. Space has been provided below for you to record the date that each of your components is due to your coordinator. After all seven components have been completed and approved by your coordinator, compile the components into a single document, and upload the TWS and all required attachments into the LiveText document template provided in the LiveText assignment. Then submit the assignment in LiveText for final assessment by your university coordinator.

Component 1: Contextual Factors

The teacher uses information about the learning-teaching context and students’ individual learning needs to set learning goals and plan instruction and assessment.

1. Identify the grade level and the type of classroom and/or content area in which you are teaching.
2. Describe the characteristics of your students.
3. Include information about the community, the school population and your classroom.
4. Be sure to include whether you have English Language Learners and students with exceptionalities in your classroom.
5. Describe the physical characteristics of the classroom (furniture, arrangement, available technology, etc.).
6. Discuss how these contextual factors inform how you will design and deliver instruction and assess learning.

Component 2: Learning Goals

The teacher sets measurable, challenging, varied, and appropriate learning goals.

1. List at least three, but not more than five measurable learning goals for your unit, and describe student performances of mastery for each.
2. Identify the related Florida Standards that your learning goals address.
3. Make sure the learning goals you choose reflect the contextual factors you identified above and are appropriate for your learners.

Component 3: Assessment Plan

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

1. Describe how you plan to assess your students’ learning and how you will know if your students are learning what you teach them.
2. Decide how you will measure their mastery of the learning goals you’ve set, and describe what levels of performance indicate mastery.
3. Design a pre and post assessment, and administer the pre-assessment to students.
4. Explain how you plan to differentiate assessment to accommodate the needs of students with exceptionalities, English Language Learners (ELLs), and other unique learning needs.
Component 4: Design for Instruction  
(recommended by 6th week)  
DUE: __________

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

1. Provide the results of your pre-assessment and discuss how they have informed your design for instruction.
2. Provide an overview of your unit and a lesson plan for each lesson.
3. Explain how you plan to adapt instruction for the needs of students with exceptionalities and English Language Learners.

Component 5: Instructional Decision Making  
(recommended by 10th week)  
DUE: __________

The teacher uses ongoing analysis of student learning to make necessary instructional modifications.

1. Give at least two examples of times during the teaching of your unit that your assessment of student learning or the response of one or more students caused you to change your approach or to do something different than you planned.
2. Provide the rationale for the instructional modification you selected.
3. Describe the result of your selected modification; i.e. explain how your instructional modification impacted student learning.
4. Administer your post-assessment at the end of the unit.

Component 6: Analysis of Student Learning  
(recommended by 11th week)  
DUE: __________

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

1. Include a copy of the pre and post assessment measures that you have developed.
2. Display your pre and post assessment results using the graph “Pre-Post Assessment Scores for All Students” to show each individual student’s progress on the learning goals you set for them.
3. Using the graph “ Pre-Post Assessment Averages For All Students “ display the average performance on the pre and post assessment measures for all students taught.(The graphs for both #2 and #3 are contained in the Graphmaker)
4. Indicate how many students showed mastery of your learning goals after instruction and describe how you would address the educational needs of the students who did not attain mastery.

Component 7: Evaluation and Reflection  
(recommended by 12th week)  
DUE: __________

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

1. Reflect on your unit as a whole, how it has deepened your understanding of assessment, teaching and learning, and how it will inform your own teaching in the future.
2. Highlight the learning goal on which your students were the most successful, as well as the learning goal on which students were the least successful.
3. Discuss how you intend to develop as a teacher to further capitalize on your strengths and improve any areas of weakness.

The Teacher Work Sample must be uploaded to your LiveText portfolio after providing your university coordinator either an electronic or hard copy of each component for prior approval. (Your coordinator will let you know which format he/she prefers)
The artifact submitted, The Teacher Work Sample, is used as evidence that the pre-service teacher facilitates learning in public school children. The assessment of student progress is determined by the use of teacher prepared pre and post assessments, followed by the analysis of the collected and graphed data. The result of this analysis is to be used in assignment modification and adaptation of instruction.

**Guiding Question:** How effectively does the use of the Teacher Work Sample help pre-service teachers identify areas of individual concern and encourage the use of adaptive strategies in teaching?

Your performance level will be assessed in LiveText by your coordinator for each of the seven components contained in your Teacher Work Sample on a scale of Exemplary, Proficient, Developing or Unacceptable according to the rubrics on the following pages. The rubric uses observable characteristics that indicate performance at the Exemplary or Proficient levels called indicators. The number and combination of the indicators that you meet will determine the assessed level of each component. All seven components of the Teacher Work Sample must be assessed at the Proficient level or above to receive a Satisfactory grade in the internship.
### Exemplary (3 pts)

ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:

- E1) The Contextual Factors component demonstrates understanding beyond that which is typical of pre-professional educators.
- E2) The TWS describes the existing policies, procedures, and conventions of the class(es) with which the candidate works.
- E3) The Contextual Factors component describes the classroom culture and climate of the class(es) with which the candidate works.

### Proficient (2 pts)

ALL of the following indicators are met:

- P1) The TWS does not contain names of PK-12 students, faculty, staff, schools, districts, or communities.
- P2) The Contextual Factors component includes a description of the community that the school serves.
- P3) The Contextual Factors component provides details of the school’s student population, including size and demographics.
- P4) The Contextual Factors component describes the students with whom the candidate works, including class size(s) and demographics.
- P5) The Contextual Factors component identifies the unique educational needs of the individual learners with whom the candidate works, including those served through ESE and ESOL programs.
- P6) The Contextual Factors component describes the physical characteristics and resources of the classroom(s) in which the candidate works, including available technology.
- P7) The candidate identifies and reflects upon at least two ways in which the described contextual factors influence the design for instruction.

### Developing (1 pt)

Indicator P1 is met PLUS from three to five additional indicators at the Proficient level are met.

### Unacceptable (0 pts)

Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.

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**NOTE:** The term “indicator” refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.
### University of Central Florida - Teacher Work Sample Rubric

<table>
<thead>
<tr>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Learning Goals component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) The Learning Goals are linked to related standards supported by the district, state, national, and/or professional organizations in the content area, grade level, and/or profession. &quot; E3) The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in the content area being taught. E4) The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in other content areas.</td>
<td>All of the following indicators are met: P1) No less than three but no more than five Learning Goals are stated in measurable terms. P2) The Learning Goals component describes performances of student mastery for each Learning Goal in measurable terms. P3) The Learning Goals are linked to the related Florida State Standard(s). &quot; P4) The Learning Goals are appropriate for the grade level, content area(s), AND the developmental level of the students in the class(es). P5) The Learning Goals represent a variety of rigorous, challenging learning outcomes that include higher-order thinking skills.</td>
<td>Three or four indicators at the Proficient level are met.</td>
<td>Three or more indicators at the Proficient level are NOT met.</td>
</tr>
</tbody>
</table>

* Learning Goals must be linked to the related Florida State Standards in order to be evaluated at the Proficient level (Indicator P3). In order to be evaluated at the Exemplary level under Indicator E2, the Learning Goals must also be linked to other related standards (e.g., Common Core State Standards; the Partnership for 21" Century Skills’ Framework for Student Outcomes; curriculum standards developed by content area professional organizations like NCSS, NCTM, NCTE, or NSTA; etc.).

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<tbody>
<tr>
<td><strong>Assessment Plan</strong></td>
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<tr>
<td>ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:</td>
<td>ALL of the following indicators are met:</td>
<td>Indicator P1 is met PLUS from two to four additional indicators at the Proficient level are met.</td>
<td>Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.</td>
</tr>
<tr>
<td>E1) The Assessment Plan component demonstrates skills and understanding beyond that which is typical of pre-professional educators.</td>
<td>P1) The candidate developed his or her own pre/post assessment measures.</td>
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<tr>
<td>E2) The pre/post assessment measures are designed in such a way that any change in students’ scores seen on the post-assessment can be reasonably attributed to student learning and not to memory of the pre-assessment.</td>
<td>P2) Both the pre-assessment and post-assessment measure the same learning outcomes at the same level of difficulty using similar assessment items and/or methods, and produce scores that can be compared to one another to show growth.</td>
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<tr>
<td>E3) The Assessment Plan component includes a pre/post assessment blueprint that indicates the planned mode of assessment, cognitive complexity, related learning goal, and score weight associated with each assessment item.</td>
<td>P3) The Assessment Plan indicates that ongoing assessment of student learning was planned before instruction began using a variety of formal and informal methods.</td>
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<tr>
<td>E4) The pre/post assessment measures make use of assessment items such as extended responses, essays, and performance tasks.</td>
<td>P4) The Assessment Plan indicates that assessments of student learning have been adapted to accommodate for the unique educational needs of individual learners in the class(es).</td>
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<tr>
<td>E5) The Assessment Plan contains rubrics designed by the candidate that describe indicators of student performance at different levels of mastery.</td>
<td>P5) The Assessment Plan links assessment of student learning to the Learning Goals.</td>
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<td></td>
<td>P6) The pre-assessment and post-assessment use higher-order thinking skills to measure depth of student learning in a way that matches the cognitive complexity of the stated learning goals.</td>
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<tr>
<td>ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Design for Instruction component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) Learning activities incorporate available technology in a way that supports student understanding. E3) Learning activities are designed to enhance the cultural relevance of the learning experience and incorporate the unique backgrounds and contributions of diverse learners in the classroom.</td>
<td>ALL of the following indicators are met: P1) All lesson plans for the unit are attached to the TWS. P2) The Design for Instruction component reports aggregate student performance on the pre-assessment and indicates that analysis of these results has been used to inform the design for instruction. P3) Learning activities are explicitly linked to the Learning Goals. P4) Learning activities and resources are appropriate for the grade level, developmental level, AND prior knowledge of the students. P5) Learning activities are designed to promote active learning and encourage higher-order thinking. P6) The Design for Instruction includes a variety of learning activities and modes of instruction. P7) Learning activities have been adapted to accommodate for the unique educational needs of individual learners in the class(es). P8) Learning activities in the unit are arranged in a logical sequence that builds toward student mastery of the Learning Goals. P9) Learning activities represent the content accurately and are consistent with current understandings in the field.</td>
<td>Indicator P1 is met PLUS from four to seven additional indicators at the Proficient level are met.</td>
<td>Indicator P1 is NOT met OR five or more indicators at the Proficient level are NOT met.</td>
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| ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:  
E1) The Instructional Decision Making component demonstrates skills and understanding beyond that which is typical of pre-professional educators.  
E2) The Instructional Decision Making component indicates that the candidate understands when instruction requires modification, as well as factors that lead to the need for modification.  
E3) The Instructional Decision Making component describes how the candidate could alter his or her approach to instruction to prevent a similar need for modification of designed instruction in the future.  
E4) Instructional decisions indicate a capacity to differentiate instruction to appropriately address the unique educational needs of individual learners. | ALL of the following indicators are met:  
P1) Two examples of instructional decision making are described in which student response(s) and/or assessment of student learning led to the modification of previously designed instruction.  
P2) Instructional decisions indicate that student learning is regularly and frequently monitored using a variety of methods, and that this information is used to drive instruction.  
P3) Instructional decisions are consistent with and support the stated learning goals.  
P4) The Instructional Decision Making component describes the rationale for the selected modification to planned instruction.  
P5) The Instructional Decision Making component describes the result of the selected modification to planned instruction. | Three or four indicators at the Proficient level are met. | Three or more of the indicators at the Proficient level are NOT met. |

**Note:** The term “indicator” refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.
<table>
<thead>
<tr>
<th>Analysis of Student Learning</th>
<th>Exemplary (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Unacceptable (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1) The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators.</td>
<td>ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:</td>
<td>ALL of the following indicators are met:</td>
<td>Indicator P1 is met PLUS from four to eight additional indicators at the Proficient level are met.</td>
<td>Indicator P1 is NOT met OR six or more indicators at the Proficient level are NOT met.</td>
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<tr>
<td>E2) Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning.</td>
<td>P1) The pre/post assessment measures used with the unit are attached to the TWS.</td>
<td>P2) The Analysis of Student Learning component includes at least the following two graphs: Pre-Post Assessment Scores For All Students and “Pre-Post Assessment Averages For All Students”</td>
<td></td>
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<tr>
<td>E3) Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth.</td>
<td>P3) The Analysis of Student Learning component reports aggregate pre and post assessment results for all students taught.</td>
<td>P4) The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data that is presented in each graph.</td>
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<td>E4) The Analysis of Student Learning component reports and reflects on the pre and post assessment results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains.</td>
<td>P5) Analysis of student learning is explicitly related to the Learning Goals.</td>
<td>P6) The Analysis of Student Learning component indicates the percent of students taught demonstrated mastery of the stated learning goals both before and after instruction.</td>
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<td>P7) The Analysis of Student Learning component describes how the educational needs of students who did not demonstrate mastery of the learning goals on the post-assessment can be met through future remediation and instructional accommodations.</td>
<td>P8) Analysis of student learning is meaningful with reasonable conclusions drawn.</td>
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<td>P9) The Analysis of Student Learning component provides evidence of the candidate’s impact on PK-12 student learning.</td>
<td>P10) The Analysis of Student Learning component discusses any student who failed the post-assessment, identifies factors that may have contributed to failure, and describes specific efforts or accommodations made by the candidate to prevent failure.</td>
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</tbody>
</table>
### Evaluation and Reflection

**Exemplary (3 pts)**

ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met:

E1) The Evaluation and Reflection component demonstrates understanding beyond that which is typical of pre-professional educators.

E2) The Evaluation and Reflection component identifies and reflects upon how technology could be used in a similar unit in the future to enhance the authentic learning of students.

E3) The Evaluation and Reflection component identifies and reflects upon how collaboration with other classes, teachers, or with community organizations and resources could be used in a similar unit in the future to enhance the authentic learning of students.

E4) The candidate identifies and reflects upon aspects of instruction that enhanced/inhibited the authenticity of student learning and the cultural relevance of the learning experience.

E5) The candidate identifies a specific professional learning goal that emerges from the insights and experiences described in the TWS, and details logical steps to meet that goal.

**Proficient (2 pts)**

ALL of the following indicators are met:

P1) The Evaluation and Reflection component identifies the learning goal on which students were the most successful, as well as the learning goal on which students were the least successful.

P2) The candidate identifies and reflects upon the factors that contributed to student growth with the most successful learning goal.

P3) The candidate identifies and reflects upon the factors that may have hindered student growth with the least successful learning goal, and/or identifies instructional modifications that could have been made to increase student growth with this goal.

P4) The candidate identifies and reflects upon her/his strengths as a teacher.

P5) The candidate identifies and reflects upon areas in which s/he can improve as a teacher.

P6) The candidate identifies and reflects upon how his/her understanding of teaching, learning, and assessment deepened through teaching the unit.

P7) Conclusions in this component are connected to and supported by the learning goals, instruction, and assessment results discussed in the TWS.

**Developing (1 pt)**

From four to six indicators at the Proficient level are met.

**Unacceptable (0 pts)**

Four or more indicators at the Proficient level are NOT met.

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**NOTE:** The term “indicator” refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.
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