Indicators of Teaching Effectiveness

Teacher Work Sample

In addition to the practicing teacher evaluation data provided by the West Virginia Department of Education, the Teacher Work Sample Impact Study completed by candidates during their clinical experience, was selected as another assessment to measure D&E candidates' impact on PK-12 achievement. The average gain from the pre to the post assessment on selected West Virginia standards was 40.14%.

Successful candidates support learning by designing a Teacher Work Sample (TWS) during their clinical experience that employs a range of strategies and builds on each PK-Adult student's strengths, needs, and prior experiences. Through this performance assessment, candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The candidate sets significant, challenging, varied, and appropriate learning goals.
- The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- The candidate reflects on his or her instruction and student learning to improve teaching practice.

The TWS contains seven teaching processes (listed below) identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics are used to evaluate each candidate TWS. The Prompts (or directions) help the candidates document the extent to which they have met each the standards.

1. Contextual factors
2. Learning Goals & objectives
3. Assessment plan
4. Design for instruction (A & B)
5. Instructional Decision Making
6. Analysis of Student Learning
7. Self-Assessment and Reflection

In the Program Impact chart, each candidate pre-and post-assessment learning goal is provided for a unit they completed during their clinical experience. Included in the chart is data from the pre-assessment of Learning Goals prior to the candidate teaching their unit and data from the post-assessment of Learning after the unit was complete. In reviewing the data from the Pre-Assessment and Post-Assessment, all candidates were able to provide evidence of student impact with gains in each Learning Goal.

Teacher Work Sample Impact Chart 2020-2021				
Candidate	Learning Goal	Pre-Assessment	Post-Assessment	Gain
Candidate 1	LG1	42.6%	85.2%	42.6%
	LG2	52.8%	96.3%	43.5%
	LG3	43.5%	77.8%	34.3%
Candidate 2	LG1	10%	80%	70%
	LG2	0%	80%	80%
	LG3	0%	80%	80%
Candidate 3	LG1	35.5%	97.1%	61.6%
	LG2	16.1%	94.1%	78%
	LG3	0%	61.8%	61.8%
Candidate 4				82.29%
Candidate 5				22.9%
Average Gain				**59.73%**

Teacher Work Sample Impact Chart 2019-2020				
Candidate	**Learning Goals**	**Pre-Assessment**	**Post-Assessment**	**Gain**
Candidate 1	LG1	58.5%	75.4%	16.8%
	LG2	32.2%	70.1%	37.9%
	LG3	45%	73.8%	28.8%
	LG4	21.9%	84.7%	62.8%
Candidate 2	LG1	24.4%	90%	65.6%
	LG2	55.6%	91.7%	36.1%
	LG3	5.6%	94.4%	88.8%
	LG4	83.3%	100%	16.7%
Candidate 3	LG1	74.1%	92.4%	18.3%
	LG2	61.2%	88.2%	27%
	LG3	71.8%	92.9%	21.1%
Candidate 4	LG1	31.4%	88.2%	56.8%
	LG2	34.9%	74.6%	39.7%
	LG3	33.3%	41.3%	8%
Candidate 5	LG1	56.5%	95.5%	39%
	LG2	8.7%	54.5%	45.8%
	LG3	13%	54.5%	41.5%
	LG4	4.3%	22.7%	18.4%
	LG5	4.3%	45.5%	41.2%
Candidate 6	LG1	39.4%	100%	60.6%
	LG2	56.7%	92.2%	35.5%
	LG3	8.9%	85.6%	76.7%
Average Gain				**40.14%**