

TWS Student Support Resources Spring 2011

The following items have been prepared for you by the TWS Committee to help you create a successful TWS. We chose these items based on the needs assessment you completed in January during orientation. Please use these resources to help you complete a successful TWS!

1. Video Tutorials for Excel to Help with Analysis of Student Learning Graphs

Access the following web site if you need help creating the required charts and graphs for your Analysis of Student Learning section. Be sure you read the rubric carefully and note the graph/chart requirements below the rubric.

<http://www.free-training-tutorial.com/charts-graphs.html>

This site gives step-by-step video tutorials on creating charts and graphs using Excel.

2. Glossary of TWS Terms

Here are some terms you may see in prompts and rubrics that we have noticed some confusion over. Hopefully, this will help clarify things for you!

Contextual factors- characteristics of the community , school , classroom, students, student learning style , and student knowledge base that impact teaching and learning ; when explaining why you designed instruction evaluation/ assessment, or made specific teaching decisions , you should refer to the relevant contextual factors.

Alignment of Learning Objectives and Instruction- The lessons that you develop, skills that you teach, and items you assess should relate directly to your goals and objectives.

Mode of Assessment- the methods or ways that you use for assessing student's knowledge of learner objectives.

Technical Soundness- the degree to which the assessment that you develop tests what you intend it to test.

Technology – can include low-tech methods such as a DVD player, tape recorder, overhead , or picture communication symbols , as well as high tech methods such as digital recorders, computers, Internet, or vocal output communication aids.

Professional development-refers to these actions that you will take to improve your skills in a targeted area. Activities typically include workshops, webinars, professional organization activities, journals, graduate classes, and books that you will read.

Pre-Assessment- evaluation of a skill or learning objective that is conducted **before** you begin teaching the skill or objective; this enables you to determine which students already have mastered the objective

and may not need instruction, and the degree to which others may have *some* knowledge or skill in the area assessed. NOT for a grade of any kind—it's simply data for you to make decisions.

Formative assessment – ongoing evaluation procedures that teachers use to evaluate learner progress toward objectives and to make **instructional decisions** AND allows students feedback and information to see where they are in the process of learning so they can alter their learning tactics to master objectives. NOT for a grade of any kind—it's simply data for you and students to make decisions.

Summative assessment- evaluation at the end of period or unit that indicates whether or not the learner has met the criterion of performance. It is assessment **of** learning, as opposed to formative assessment that is assessment **for** learning.

Reflection- the process of critical evaluation in which you mentally review your lesson, consider successes and weaknesses for improvement, and make plans to change for next time; purposive process relying on thinking, reasoning, and examining one's own thoughts, feelings, and actions

3. Table of Do's and Do Not's for the TWS

The tables you will find on the next two pages will help you do the right things and avoid the Most Frequent Errors made in Teacher Work Samples. Please use this to guide you and to help you self-assess your work.

TWS Process	Be sure to DO This	Be sure NOT to do this	Additional Information
Contextual Factors	<p>—Elaborate about each factor...remember, the reader does not know your district, community, school, classroom, or students. <i>Write descriptively!</i></p> <p><i>For Instructional Implications Section</i></p> <p>—How do <i>district and community factors</i> affect your instruction AND assessment?</p> <p>—How do <i>school factors</i> affect your instruction AND assessment?</p> <p>—How do <i>student factors</i> affect your instruction AND assessment?</p>	DO NOT forget ANY factor when writing about instructional implications.	Skills and Prior levels of learning is the criterion on which students score most poorly when discussing student factors. You have to be descriptive concerning the students in the ONE class you are analyzing concerning their level of skills and prior learning. How? Speak with your mentor teacher. Ask the students. You have lots of ways to discover this.
Learning Objectives	<p>—Different levels of Blooms for your objectives</p> <p>—Justify why they are appropriate</p> <p>—Align them with the TEKS and student expectation statements</p>	DO NOT write an activity instead of an objective; you cannot measure an activity! If you are not sure, ask your mentor or supervisor; ask one of us!	Clarity & Challenge and Variety is the criterion on which students score most poorly in this process. Write clear objectives that will challenge students to think hard AND vary their Blooms levels.
Assessment Plan	<p>—Formative Assessments are planned activities and administered DURING or AFTER the learning.</p> <p>—NEVER graded (can be scored)</p> <p>—used to inform your instruction AND</p> <p>—used to give feedback to students to help with their learning tactics</p> <p>—Google Formative Assessment Strategies as a resources</p> <p>—Post-assessment items are tied to your objectives and “match” your pre-assessment</p>	DO NOT “grade” pre-assessments or formative assessments...not for participation grades or completion grades or daily grades (These should never be used anyway). Once you grade something, it becomes a summative assessment. See notes next column.	<p>You should SCORE the pre and formative assessments and record the results—but this is for the purpose of data gathering for you.</p> <p>Also, think how the data you gather from formative assessments will be used when you make instructional decisions</p> <p>For formative assessment strategies you can easily use, see: www.daretodifferentiate.wikispaces.com/file/view/03+-+Formative+Assessment+Strategies.pdf</p> <p>Adaptations Based on Individual Needs is the criterion on which students score most poorly. Be sure you think of student factors and how you might make adaptations for these factors throughout your assessment plan</p>
Design for Instruction	<p>—Aligned with your objectives</p> <p>—Utilize varied activities and approaches that allow students to work toward mastery of the objectives</p> <p>—Utilizes data from contextual factors—</p> <p>—Excellent to discuss how your design is affected by the contextual factors</p> <p>—Use your Instructional Implications Section to guide you</p>	DO NOT create activities that are fun but do not directly tie to the mastery of an objective.	<p>Use of Contextual Information consistently lower than others criterion in this section. Go back to your contextual factors, in particular Instructional Implications. Write about how you used them to design your instruction.</p> <p>Ask yourself, “How will this activity lead to the mastery of the lesson’s objective?” If you can’t answer that well, it’s probably not worth doing!</p>

<p>Instructional Decision-Making</p>	<p>—DO base your decisions on student learning or non-learning. How do you know? —Formative assessment results! Use questions, monitoring, checklists, one-minute writes, exit tickets, think-pair-share and other formative assessments. The results of these tell you if learning is successful or not. —Instructional Decisions are in-flight corrections AND/OR the results of assessments you are analyzing or scoring so the next day you can try a new way if necessary.</p>	<p>—NOT based on student behavior, fire drills, or other non-academic reasons. —NOT based on cues, nods, head shakes, or expressions.</p>	<p>While cues can LEAD you to probe more using questioning or other formative assessment strategies, they alone are not enough to make an instructional decision.</p> <p>Modification is the criterion on which students score most poorly. How did you modify your instruction and why? Be descriptive.</p>
<p>Analysis of Student Learning</p>	<p>Tell what happened! —Interpretation is meaningful, and appropriate conclusions are drawn from the data. —Interpret your tables, charts and graphs in your narrative—just relay the facts...what happened based on the data?? (You explain WHY in Reflection and Self Evaluation) —Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning objective.</p>	<p>DO not need to explain much concerning why things happened yet—that's for Reflection and Self-Evaluation. Do not neglect to include the required charts and graphs...see next column</p>	<p>REQUIRED CHARTS AND GRAPHS —Whole Class: —Table comparing <u>each</u> students' pre- and post- assessment scores on <u>each</u> objective. —Graph (bar or pie) showing the extent to which your class made progress from pre- to post- assessment for <u>each</u> objective. —Subgroups: —Graph (bar or pie) comparing pre- and post-assessments by subgroup on the <u>one</u> learning objective you chose. Use the Excel video tutorial cited above for help.</p>
<p>Reflection and Self-Evaluation</p>	<p>—Explain why the most successful objective was most successful based on the analysis of student learning —Explain why the least successful objective was least successful based on the analysis of student learning —Explain how you would teach the unit differently based on the analysis of student learning —Explain how you would improve yourself as a teacher through professional development</p>	<p>DO NOT slack on elaborating and explaining each question from the prompt—<i>be descriptive and elaborate...dig!</i></p>	<p>You might have to research a bit concerning professional development, as it is the lowest scoring criterion in this section. Ask your mentor how she does this, ask your university supervisor about professional development....Google it.</p>

	opportunities. How could you improve yourself in order to improve how you teach?		
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Don't forget you can also e-mail any of us on the committee for help! —Dr. Lawrence Kohn (secondary) lyk001@shsu.edu

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