

PROGRESS OF TEACHER CANDIDATE WORK SAMPLE (TCWS) COMPONENTS COMPLETED PRIOR TO INTERNSHIP

Directions for the Candidate: Make an appointment with your program coordinator. Print a hard copy of the following components of the TCWS: 1) cover page, 2) professional profile or vita, 3) mission statement, 4) conceptual framework, 5) description of school/community context. Take the copies to your program coordinator for review and verification. Your program coordinator will submit the completed form to the Office of University-School Programs. If a rating of "unsatisfactory" is received on any component, the deficiency must be corrected before you will be allowed to begin your internship.

Teacher Candidate's Name: _____ **SS#:** _____

Licensure Area/Major: _____ **Date:** _____

TCWS Components Completed Prior to the Internship	Rating
The teacher candidate created a cover page for the TCWS.	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory
The teacher candidate developed a professional profile or resume* to present in the TCWS.	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory
The teacher candidate developed a professional mission statement to present in the TCWS.	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory
The teacher candidate constructed a conceptual framework for teaching and learning to present in the TCWS.	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory
The teacher candidate developed a profile of the school/community context to present in the TCWS.	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory

* Note: A program area may require one format or the other. Check with your Program Coordinator for guidance.

Recommendation for Continuation in the Internship: approved conditional approval denied

Comments:

Coordinator's Signature: _____ **Date:** _____

TERM: _____

Candidate _____ **Major** _____

School: _____ **District:** _____

Rating Categories: 0 = missing 1 = needs improvement 2 = good 3 = excellent

<i>Criteria</i>	<i>rating</i>			
Professionalism				
1. The candidate's mission statement reflects a professional commitment to teaching and learning in the public school context.	0	1	2	3
2. The candidate's conceptual framework is informed by various professional knowledge bases and clearly articulated.	0	1	2	3
3. The candidate's professional profile or resume is professional in both content and presentation.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 3)			

<i>Criteria</i>	<i>rating</i>			
Context:				
4. The candidate knows the socio-cultural context in which the school is situated and understands how the context influences learners and learning environments.	0	1	2	3
5. The candidate knows the classroom learning environment—rules, procedures, and other relevant factors influencing teaching and learning.	0	1	2	3
6. The candidate knows the learners as diverse individuals with unique needs and can use this knowledge to predict the need for individual accommodations.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 3)			

Purpose of the Unit:				
7. The candidate has a conceptually sound, clearly articulated sense of purpose to guide the development, implementation, and evaluation of the unit.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 1)			

Rationale:				
8. The candidate knows why the unit is important to learner growth and development in the subject matter area.	0	1	2	3
9. The candidate knows how the unit of study relates to the SCOS.	0	1	2	3
10. The candidate knows how the unit relates to learner needs, interests, and abilities.	0	1	2	3
11. The candidate conceptually understands the central concepts of the content addressed in the unit (as evidenced in the graphic organizer).	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 4)			

Goals of the Unit:				
12. The candidate is able to transform content concepts into discrete, realistic goals for diverse learners.	0	1	2	3
13. The candidate can align the goals with the SCOS.	0	1	2	3
14. The candidate can align the goals with the unit rationale.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 3)			

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Analytic
(continued)

Candidate _____

School _____

Unit Objectives/Outcomes:					
15. The candidate translates goals into specific knowledge, skills, and dispositions for diverse learners.		0	1	2	3
16. The candidate can predetermine the desired level of proficiency for each objective/outcome and modify as needed for individual learners.		0	1	2	3
	<i>subtotal</i>	_____ (point total)			
	<i>mean</i>	_____ (point total / 2)			

Unit Overview:					
17. The candidate can sequence learning logically and defensibly over a sustained period of time.		0	1	2	3
	<i>subtotal</i>	_____ (point total)			
	<i>mean</i>	_____ (point total / 1)			

Assessment:					
18. The candidate pre-assesses student knowledge, skills, and dispositions and uses that information to plan effective instruction for diverse learners.		0	1	2	3
19. The candidate uses various authentic formative assessment strategies to monitor student learning on a daily basis.		0	1	2	3
20. The candidate uses various authentic summative assessment strategies to determine learning gains.		0	1	2	3
21. The candidate uses assessment data to make instructional decisions.		0	1	2	3
	<i>subtotal</i>	_____ (point total)			
	<i>mean</i>	_____ (point total / 4)			

Lesson Plans:					
22. The candidate designs meaningful learning experiences for diverse learners.		0	1	2	3
23. The candidate modifies instruction to meet the needs of individuals and groups of students.		0	1	2	3
24. The candidate articulates plans clearly and fluently, using technical (professional) language to explain ideas and procedures.		0	1	2	3
25. The candidate organizes students for learning in various ways for various instructional purposes.		0	1	2	3
26. The candidate uses a variety of instructional strategies appropriate for the learning task and specific learners.		0	1	2	3
27. The candidate uses technology to promote learning.		0	1	2	3
28. The candidate plans ways to monitor student learning.		0	1	2	3
	<i>subtotal</i>	_____ (point total)			
	<i>mean</i>	_____ (point total / 7)			

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Analytic
(continued)

Candidate _____ School _____

Data Analysis:				
29. The candidate summarizes assessment data in a graphic display.	0	1	2	3
30. The candidate analyzes and interprets data for individual students and groups of students (e.g. disaggregated by ethnicity, gender, special needs, free/reduced lunch)	0	1	2	3
31. The candidate can calculate learning gains for individuals and groups of students.	0	1	2	3
32. The candidate uses assessment results to plan remediation for individual students.	0	1	2	3
33. The candidate has a positive impact on all learners.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 5)			

Critical Reflection:				
34. The candidate identifies discrepancies between what was intended and what occurred.	0	1	2	3
35. The candidate acknowledges what worked and what didn't.	0	1	2	3
36. The candidate learns from experience.	0	1	2	3
37. The candidate sees how to apply what was learned to future teaching experiences.	0	1	2	3
38. The candidate identifies knowledge, skills, or dispositions for focus of future professional development.	0	1	2	3
<i>subtotal</i>	_____ (point total)			
<i>mean</i>	_____ (point total / 5)			

SCORE SUMMARY

Section	1-3	4-6	7	8-11	12-14	15-16	17	18-21	22-28	29-33	34-38
<i>means</i>											
<i>overall mean</i>											_____

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Date Returned to student for revision: _____

Date Resubmitted to Program Coordinator: _____

Re-evaluated by: _____ Date: _____

Re-evaluated by: _____ Date: _____

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—HOLISTIC

TERM: _____

Candidate _____

Major _____

School: _____

District: _____

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
<p>Standard I The candidate uses essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived to design, implement, and evaluate meaningful learning experiences for all students.</p>	<p>the work sample selected as evidence does not address subject matter learning</p> <p>the targeted concepts in the work sample were clearly not understood by the candidate</p> <p>no content concepts were targeted in the work sample</p>	<p>the work sample selected as evidence reveals conceptual confusion about targeted content concepts or superficial treatment of targeted content</p> <p>the work sample is a theme-related collection of activities or a duplication of textbook chapter activities</p>	<p>the work sample selected as evidence targeted key concepts that were clearly understood by the candidate</p> <p>the work sample evidences the ability to transform abstract concepts into ideas accessible to diverse learners</p>	<p>the work sample evidences the candidate's ability to use discipline specific tools of inquiry and knowledge of related resources to enhance, extend, or enrich student learning</p> <p>the work sample evidences conceptual connections to other disciplines</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: auto;"></div>
<p>Standard II The candidate uses essential professional knowledge and understandings of learners, development, learning, and language to design, implement, and evaluate meaningful learning experiences for all students.</p>	<p>the work sample selected evidences little or no awareness of diverse learners, their needs, interests, or abilities, or their various stages of development</p> <p>the work sample shows no evidence of understanding learning as a process</p> <p>the work sample shows no opportunity for students to use language to learn</p>	<p>the work sample evidences a uniform approach to the learning of all students regardless of needs, interests, abilities, learning styles, or diverse cultural backgrounds</p> <p>accommodations for special needs students are not mentioned</p> <p>the work sample shows few opportunities for students to talk or write about what is learned</p>	<p>the work sample selected evidences knowledge of students' diverse backgrounds, needs, interests, and abilities; and a conscientious attempt to use that knowledge to strengthen learning</p> <p>instructional decisions are based on learning principles</p> <p>students have ample opportunity to talk and write about what they are learning</p>	<p>the work sample evidences multiple pathways to learning based on knowledge of individual learners and groups of learners</p> <p>accommodations for special needs students were specified</p> <p>instructional design shows evidence of the conscious application of learning principles</p> <p>language is at the center of student learning</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: auto;"></div>

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—HOLISTIC

(continued)

Candidate _____

School _____

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
<p>Standard III The candidate uses essential knowledge and understandings about curriculum, instruction, and evaluation in the subject matter area(s) to design, implement, and evaluate meaningful learning experiences for all students.</p>	<p>the work sample selected evidences no relationship to long-range curricular goals or the SCOS</p> <p>no structure to lessons</p> <p>no assessment measures or ways of monitoring students' learning</p>	<p>the work sample selected evidences exclusive focus on short-range curricular goals</p> <p>the same lesson design is used over and over</p> <p>one single measure is used to assess student learning</p>	<p>clearly articulated long and short range goals aligned with SCOS</p> <p>various instructional strategies are employed</p> <p>pre and post collection of data for lesson or unit is specified; the data is analyzed, summarized, and interpreted</p>	<p>clearly articulated long and short range goals aligned with SCOS</p> <p>various instructional strategies employed; multiple assessment instruments for both short and long-range goals; action plans for students who do not show sufficient learning gains</p>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>
<p>Standard IV The candidate uses essential knowledge and understandings of instructional technology to design, implement, and evaluate meaningful learning experiences for all students.</p>	<p>the work sample selected does not require teacher use of technology or student use of technology</p>	<p>the work sample selected utilizes teacher use of traditional technologies</p>	<p>the work sample selected requires both teacher and student use of various technologies to support student learning</p> <p>evidence that technology is used for instructional purposes</p>	<p>the work sample evidences a conscientious attempt to use instructional technology to strengthen student learning while simultaneously helping students advance their own technology knowledge and skills</p>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>
<p>Standard V The candidate has a clearly defined sense of professional identity, professional purpose, professional ethics, and affiliation with the professional community.</p>	<p>candidate seems to have no sense of direction or professional purpose</p> <p>candidate's conduct or attitude toward learning and learners is unprofessional</p> <p>candidate does not model lifelong learning</p>	<p>candidate is dependent on textbooks and other perceived authorities for purposes</p> <p>candidate's attitude toward learning and learners is passive/neutral</p> <p>candidate lacks professional self-efficacy</p>	<p>candidate has a well-defined sense of professional purpose</p> <p>candidate's approach to learning and learners is positive and ethical</p> <p>candidate models lifelong learning</p>	<p>candidate is purposeful and self-reliant</p> <p>candidate honors the ethical dimensions of teaching and learning</p> <p>candidate is not only a model for lifelong learning, but also inspires a love of learning in students</p>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—HOLISTIC
(continued)

Candidate _____ School _____

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
Standard VI The candidate uses content, pedagogical, and professional knowledge, skills, and dispositions to design, implement, and evaluate meaningful learning experiences for all students.	no evidence of learning gains for individual students or groups of students no evidence of attempt to increase learner self-esteem or attitude toward learning	evidence of learning gains for some students based on a single measure of performance evidence of failure to learn for some students based on a single measure and no evidence of attempt to remediate	evidence of learning gains for all students, including special needs students, as indicated on pre-post measures of performance evidence of student personal engagement in the learning process via original products of learning	evidence of learning gains for all students, including special needs students, as indicated on multiple measures of performance	<input style="width: 40px; height: 40px;" type="text"/>
point total / 6 = _____ SCORE (2.0 or better = Pass)					

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Date Returned to student for revision: _____

Date Resubmitted to Program Coordinator: _____

Re-evaluated by: _____ Date: _____

Re-evaluated by: _____ Date: _____

NC Technology Competencies Evaluation Form

Intern _____ **Date of Submission** _____

Licensure Program _____ **Program Coordinator** _____

Directions for the Candidate:

Identify the evidence location (page number) for each indicator. Place this form in the Teacher Candidate Work Sample for the Program Coordinator to evaluate.

1	TECHNOLOGY OPERATIONS AND CONCEPTS Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:	Evidence Location (page number)	Evaluation <i>0 = missing</i> <i>1 = revision required</i> <i>2 = good</i> <i>3 = excellent</i>
A.	Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).		0 1 2 3
B	Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		0 1 2 3
Subtotal			_____ (point total)
Mean			_____ (point total/2)

2	PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES Teachers plan and design effective learning environments and experiences supported by technology. Teachers:	Evidence Location (page number)	Evaluation <i>0 = missing</i> <i>1 = revision required</i> <i>2 = good</i> <i>3 = excellent</i>
A	Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		0 1 2 3
B	Apply current research on teaching and learning with technology when planning learning environments and experiences.		0 1 2 3
C	Identify and locate technology resources and evaluate them for accuracy and suitability.		0 1 2 3
D	Plan for the management of technology resources within the context of learning activities		0 1 2 3
E	Plan strategies to manage student learning in a technology-enhanced environment		0 1 2 3
Subtotal			_____ (point total)
Mean			_____ (point total/5)

3.	TEACHING, LEARNING, AND THE CURRICULUM Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:	Evidence Location (page number)	Evaluation <i>0 = missing</i> <i>1 = revision required</i> <i>2 = good</i> <i>3 = excellent</i>
A	Facilitate technology-enhanced experiences that address content standards and student technology standards.		0 1 2 3
B	Use technology to support learner-centered activities that address the diverse needs of students.		0 1 2 3
C	Apply technology to develop student's higher order thinking skills.		0 1 2 3
D	Manage student learning activities in a technology enhanced environment.		0 1 2 3
Subtotal			____ (point total)
Mean			____ (point total/4)

4	ASSESSMENT AND EVALUATION Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:	Evidence Location (page number)	Evaluation <i>0 = missing</i> <i>1 = revision required</i> <i>2 = good</i> <i>3 = excellent</i>
A	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.		0 1 2 3
B	Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		0 1 2 3
C	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		0 1 2 3
Subtotal			____ (point total)
Mean			____ (point total/3)

5	PRODUCTIVITY AND PROFESSIONAL PRACTICE Teachers use technology to enhance their productivity and professional practice. Teachers:	Evidence Location (page number)	Evaluation <i>0 = missing</i> <i>1 = revision required</i> <i>2 = good</i> <i>3 = excellent</i>
A	Use technology resources to engage in ongoing professional development and lifelong learning.		0 1 2 3
B	Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		0 1 2 3
C	Apply technology to increase productivity.		0 1 2 3
D	Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		0 1 2 3
Subtotal			____ (point total)
Mean			____ (point total/4)

6	<i>SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES</i> Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 and apply that practice and understanding. Teachers:	Evidence Location (page number)	Evaluation <i>0 = missing</i> <i>1 = revision required</i> <i>2 = good</i> <i>3 = excellent</i>
A	Model and teach legal and ethical practice related to technology use.		0 1 2 3
B	Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		0 1 2 3
C	Identify and use technology resources that affirm diversity.		0 1 2 3
D	Promote safe and healthy use of technology resources.		0 1 2 3
E	Facilitate equitable access to technology resources for all students.		0 1 2 3
		Subtotal	____ (point total)
		Mean	____ (point total/5)

SCORE SUMMARY

Section	1	2	3	4	5	6
<i>means</i>						
Overall mean						_____

Evaluated by: _____

Date: _____

Evaluated by: _____

Date: _____

Date Returned to student for revision:

Date Resubmitted to Program Coordinator:

REVISED SCORE SUMMARY

Section	1	2	3	4	5	6
<i>means</i>						
Overall mean						_____

Re-evaluated by: _____

Date: _____

Re-evaluated by: _____

Date: _____

**CANDIDATE ARTIFACTS AND REFLECTIONS ON EVIDENCE (CARE)
PROGRAM EXIT ASSESSMENT**

Semester _____

Product: CARE Matrix, Appendix A, TCWS

Evaluator: Program Coordinator or Designee

Policy: The teacher candidate must receive a rating of 2 or better on every standard. Any standard receiving a rating of 0 or 1 must be revised and resubmitted.

SS#: _____

Teacher Candidate's Name: _____

Licensure Area/Major: _____ Date: _____

0 Rating : One or more artifacts and /or reflections is missing for one or more of the standard's performance indicators.

1 Rating: One or more artifacts and /or reflections is irrelevant or insufficient for one or more of the standard's performance indicators.

2 Rating: Artifacts and reflections are provided for all performance indicators. The teacher candidate's reflections evidence conceptual understanding of the standard.

3 Rating: The teacher candidate's reflections evidence awareness of the relationship between program expectations and his or her own professional development.

Ratings: 0 = missing; 1 = insufficient/revision required; 2 = sufficient expectations met; 3 = excellent exceeds expectations

Criteria & Ratings	0 missing	1 insufficient / revision required	2 sufficient / expectations met	3 excellent / exceeds expectations
Standard I Content Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II Professional Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III Pedagogical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV Technology Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard V Professional Dispositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VI Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary:

- The candidate received 1 or more ratings of 0
- The candidate received one or more ratings of 1.
- The candidate received a rating of at least 2 for every standard.
- The candidate received several ratings of 3.

Recommendation:

- The candidate has NOT satisfied CARE program requirement.
- The candidate has satisfied CARE program requirement.

PROGRAM COORDINATOR OR DESIGNEE: _____ DATE: _____

Evaluated by: _____

DATE: _____

Date Returned to student for revision:

Date Resubmitted to Program

Coordinator: _____

RE-EVALUATED BY: _____ **DATE:**
