

Dallas Baptist University



Advanced Candidate Work Sample

For the DBU College of Education Graduate Programs

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Some of the materials have been adapted for use with the College of Education Graduate Programs at Dallas Baptist University.

**DALLAS BAPTIST UNIVERSITY
COLLEGE OF EDUCATION
ADVANCED CANDIDATE WORK SAMPLE
INSTRUCTIONAL GUIDE**

The Vision

Successful candidates support learning by designing an Advanced Candidate Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, candidates provide credible evidence of their ability to facilitate learning by meeting the Advanced Candidate Work Sample standards.

Purpose and Definition

The purpose of the College of Education Advanced Candidate Work Sample (ACWS) is to document each candidate’s effectiveness in promoting student achievement. In the context of the ACWS, student achievement is defined as measurable growth in students’ knowledge and skills in a particular area or areas over a specified period of time. The ACWS is a step-by-step process of using data to drive goal development, program planning, and development and practice for measurable results that align with the school improvement process in schools.

Introduction

- The candidate knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- The candidate knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- The candidate knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- The candidate knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- The candidate knows how to apply organization, decision-making, and problem-solving skills to ensure an effective learning environment.

Guidelines

Content: Each Advanced Candidate Work Sample (ACWS) includes the four sections described below. Each section corresponds directly to a component of the accompanying final evaluation. Follow these instructions carefully using the final evaluation as your guide as you work through each section.

Process: The continuous nature of your work will allow you to collaborate effectively with your site mentor, college professor, and field supervisor to make this project an example of your best work.

Performance: Expected performance on each component of the ACWS is at the “Meets Requirements” level or above.

Assignment: You are required to complete an action research project that will document the continuous improvement process focused on accountability during your practicum/internship semester. Each component is followed by (1) ACWS Standard, (2) Task, (3) Prompt, and (4) Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your ACWS. The Prompts (directions) help you document the extent to which you have met each standard. Your final evaluation must be “Meets Requirements” or above. Any ACWS not meeting requirements must be resubmitted and earn the “Meets Requirements” or above final evaluation in order to successfully pass practicum/internship and/or a designated course.

Before you implement your results-based intervention action research plan, you will describe contextual factors; identify learning goals based on state and national content standards (as applicable); create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), and after (post-assessment); and plan for your implementation/instruction. After you have concluded the action research plan, you will analyze the data to describe problems, plan interventions, provide advocacy for all students, target systematic changes, and provide a process of reflection and action to strengthen practice.

Format:

- ❖ Complete a cover page in TaskStream that includes (a) your name, (b) date submitted, (c) program of study, and (d) university course number and title. Bind your document in a professional manner. The Curriculum Lab housed in the COE will be happy to assist you in binding your document.
- ❖ Add the following statement to your cover page: *This performance assessment provides credible evidence that the candidate is able to facilitate learning that meets the ACWS standards.*
- ❖ Assessment instruments such as charts, graphs, etc., are required as part of the ACWS document. Be selective and make sure your attachments provide clear, concise evidence of your performance related to ACWS standards and the learning progress of your students/campus.
- ❖ References and Credits – If you referred to another person’s ideas or material in your narrative, cite these in a separate section at the end of your narrative under *References and Credits*. The American Psychological Association (APA) style is the required format.
- ❖ Anonymity – In order to insure the anonymity of students, do not include any student names or identification in any part of the ACWS.

What is Action Research? Action research is a disciplined and systematic process of thinking about and taking action to improve practice.

“Action research is a form of self-reflective inquiry undertaken by the participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out” (Carr & Kemmis, 1986, p. 162).

An example of an Advanced Candidate Work Sample will be provided upon your request by your professor and/or by your program director.

Advanced Candidate Work Sample Standards and Indicators

I. Contextual Factors: Community, School, and Student Diversity

The candidate uses information about the learning-teaching context and student individual differences to set goals and learning outcomes and plan instruction and create assessments.

- Knowledge of Community, School, and Student Diversity
- Knowledge of Characteristics of Students
- Knowledge of Students' Varied Approaches to Learning
- Knowledge of Students' Skills and Prior Learning
- Implications for Instructional Planning and Assessment

II. Learning Goals and Assessment Plan

The candidate sets significant, challenging, varied, and appropriate goals and learning outcomes, and uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

- Significance, Challenge, and Variety
- Clarity
- Adaptations Based on the Individual Needs of Students
- Goals are Specific, Measurable, and in Alignment with National, State, or Local Standards

III. Design for Implementation and Evaluation

The candidate designs, implements, and evaluates for specific goals and learning outcomes, student characteristics and needs, and learning contexts.

- Alignment with Learning Goals and Outcomes
- Accurate Representation of Content
- Impact Analysis Chart
- Use of a Variety of Instruction, Activities, Assignments, and Resources
- Use of Technology

IV. Analysis of Student Performance and Reflection

The candidate uses regular and systematic evaluations of student performance to make instructional decisions and reflects on his or her impact and on student learning in order to improve academic performance. The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and Accuracy of Visual Representation
- Alignment with Learning Goals
- Interpretation of Data
- Evidence of Impact on Student Learning and Candidate Reflection

Title and Introduction

The title is drawn from the long-range plan and must be successfully completed during the candidate's practicum II/internship class. As applicable, cite the state and national standards you will be addressing.

Section I: Contextual Factors: Community, School, and Student Diversity

ACWS Standard:

The candidate uses information about the learning-teaching context and student individual differences to set goals and learning outcomes and plan instruction and create assessments.

Task:

Describe contextual factors including the relevant student characteristics as well as other factors related to the community, district, school, classroom, or students that are likely to impact student learning with regards to the selected instructional design/project. Discuss relevant factors and how they may affect the academic achievement of all students. Include any supports and challenges that affect your action research design. The candidate is expected to demonstrate an awareness of each aspect listed below.

Prompt:

Community and School Characteristics

School System:

- 1) Name of school and school system
- 2) Number of students enrolled in designated school and in school system
- 3) Number or percentage of students in school system on free/reduced lunch program
- 4) Learning differences
- 5) Learning styles
- 6) Student diversity
- 7) Exceptionalities
- 8) Gender
- 9) Socio-economic status

Contextual Factors: Community, School, and Student Diversity Scoring Guide

ACWS Standard:

The candidate uses information about the learning-teaching context and student individual differences to set goals and learning outcomes and plan instruction and create assessments.

Sources of Evidence: Contextual Factors

Assessment Indicators and Questions

1. Knowledge of Community, School, and Student Diversity

Does the candidate display comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning?

2. Knowledge of Characteristics of Students

Does the candidate display general and specific understanding of student differences that may affect learning?

3. Knowledge of Students' Varied Approaches to Learning

Does the candidate display general and specific understanding of the different ways students learn that may affect learning?

4. Knowledge of Students' Skills and Prior Learning

Does the candidate display general and specific understanding of students' skills and prior learning that may affect learning?

5. Implications for Instructional Planning and Assessment

Does the candidate provide specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics?

Definition of Terms

- **Community:** Places where students live (i.e., neighborhoods, towns, cities); school district
- **Learning styles:** A general term to describe how students naturally learn and process information
- **Learning modalities:** Usually refers to the preferred senses students use for learning, such as visual or auditory
- **Skills:** Ability to perform processes or tasks
- **Prior knowledge:** Student competencies, experiences, information that may affect learning

General Considerations

- **Must the candidate provide an implication for every contextual factor described?** No.
- **What are specific implications?** Those things that will affect planning for implementation and assessment.
- **Must the candidate discuss factors related only to the learning goals featured in the ACWS?** No, but factors discussed should relate to learning of students and should not stray too far from the learning goals.

Contextual Factors: Community, School, and Student Diversity Rubric

ACWS Standard: *The candidate uses information about the learning-teaching context and student individual differences to set goals and learning outcomes and plan instruction and create assessments.*

Rating Indicator	0 Unacceptable	2 Acceptable	3 Target	Score
Knowledge of Community, School, and Student Diversity	Candidate displays no or minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and student diversity.	Candidate displays some knowledge of the characteristics of the community, school, and student diversity that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the community, school, and student diversity that may affect learning.	
Knowledge of Characteristics of Students	Candidate displays no or minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Candidate displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Candidate displays no or minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	Candidate displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills and Prior Learning	Candidate displays no or little or irrelevant knowledge of students' skills and prior knowledge.	Candidate displays general knowledge of students' skills and prior knowledge that may affect learning.	Candidate displays general and specific understanding of students' skills and prior knowledge that may affect learning.	
Implications for Instructional Planning and Assessment	Candidate does not provide implications for planning and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for planning and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides specific implications for planning and assessment based on student individual differences and community, school, and classroom characteristics.	

Section II: Learning Goals and Assessment Plan

ACWS Standard:

The candidate sets significant, challenging, varied, and appropriate goals and learning outcomes, and uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Task:

Developing the Action Research Plan

- a) Conduct a needs assessment in the district or on the campus at which you are assigned using an approved needs assessment tool.
- b) Explain the pre/post assessment plan. Include a descriptive of the format of each assessment task (pre or post), the criterion you will use, and any accommodations of the assessment task you will need to make based on the needs of individual students or contextual factors.
- c) Provide the learning goals and objectives for the action research project that will guide the planning, delivery, and assessment of your action research plan. Develop and prioritize measurable data-driven goals aligned with school, district, state, and national directives.
- d) Cite the TExES domain and competencies and appropriate national standards you will be addressing and the objective where it will be addressed.
- e) Determine a specific intervention strategy, program, or priority topic to help meet the need that has been identified. Collect objective data documenting that this instructional need exists.
- f) Develop an action plan to address the intervention strategy or instructional need that has been identified.
- g) Include a copy of scoring rubrics, observation checklists, and rating scales, etc. Align the outcome (objective) with your pre/post assessments.

The Comprehensive Needs Assessment provides a framework which accomplishes the following:

- provides districts and schools with a clear view of their strengths, areas for improvement, challenges, and successes;
- enables a systematic review of practices, processes, and systems within a school district;
- assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action;
- guides the development of a meaningful district or school plan and suggests benchmarks for evaluation; and
- most importantly, is a cornerstone of continuous improvement, ensuring the best possible outcomes for all students.

Prompt:

- Identify or define problem. An area of concern at the internship/practicum site will be identified and defined including data available from within the school. Collaborate with your site mentor and campus administration in selecting a specific need.
- What does the literature say? Examine existing data if available to better understand the current practice in the targeted improvement area.
- Site the data that indicates improvement would enhance the academic performance.

You will ask questions such as these:

- ❖ What quantitative measures will you utilize to assess performance of your outcomes?
- ❖ What data is important to document?
- ❖ Which project(s) are most important in meeting student/campus expectations?
- ❖ What is your process of strategic planning? How are goals, objectives, action plans, implementation, and evaluation aligned?
- ❖ What important indicators do you watch to ensure high achievement for all students?
- ❖ Given what you know about your campus/district and their needs, what are three priorities for this campus or district?

Section II: Learning Goals and Assessment Plan Scoring Guide

ACWS Standard:

The candidate sets significant, challenging, varied, and appropriate goals and learning outcomes, and uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Sources of Evidence: Learning Goals

Assessment Indicators and Questions

1. Significance, Challenge, and Variety

Do the goals reflect several types or levels of learning and are they significant and challenging?

2. Clarity

Are the goals clearly stated as learning outcomes?

3. Adaptations Based on the Individual Needs of Students

Are the goals developmentally appropriate? Are they appropriate for prerequisite knowledge, skills, and experience? Do the goals meet the needs of the students?

4. Goals are Specific, Measurable, and in Alignment with National, State, or Local Standards

Are the goals explicitly aligned with national, state, or local standards?

Definition of Terms

- **Types of learning:** Knowledge, skills, and dispositions
- **Levels of learning:** General term used to differentiate between lower levels such as memory, knowledge, or a simple application; and higher levels that require more complex mental processes such as analysis, making inferences, and evaluative judgments
- **National, state, or local standards:** General statements about learning expectations or what P-12 students or teacher candidates should know and be able to do as required by national, state, or local standards
- **Learning outcome:** A general term that is used to replace “learning objective” and states more specifically what students should know and be able to do in measurable terms
- **Appropriate for development:** Appropriate for the student’s level of learning based on knowledge of his/her physical, social, emotional, and intellectual development, and/or prior level of achievement

General Considerations

- **How many learning goals should be cited?** More than one.
- **Must the learning goals be written in a specific format?** No.
- **Is it acceptable to cite only one type of standard (national, state, and local)?** Yes, if there is not a nationally accredited agency for your program. If there is a nationally accredited agency, the appropriate standard(s) need to be used.

Section II: Learning Goals and Assessment Plan Rubric

ACWS Standard: *The candidate sets significant, challenging, varied, and appropriate goals and learning outcomes, and uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.*

Rating Indicator	0 Unacceptable	2 Acceptable	3 Target	Score
Significance, Challenge, and Variety	Few outcomes reflect only one type or level of learning.	Most outcomes reflect several types or levels of learning but lack significance or challenge.	All outcomes reflect several types or levels of learning and are significant and challenging.	
Clarity	Some outcomes are clearly stated as learning outcomes.	Most outcomes are clearly stated as learning outcomes.	All outcomes are clearly stated as learning outcomes.	
Adaptations Based on the Individual Needs of Students	Some outcomes are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Most outcomes are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	All outcomes are appropriate for the development; student schema, skills, experiences; and other student needs.	
Goals are Specific, Measurable, and in Alignment with National, State, or Local Standards	Few outcomes are aligned with national, state, or local standards.	Most outcomes are explicitly aligned with national, state, or local standards.	All outcomes are explicitly aligned with national, state, or local standards.	

Section III: Design for Implementation and Evaluation

ACWS Standard:

The candidate designs, implements, and evaluates for specific goals and learning outcomes, student characteristics and needs, and learning contexts.

Task:

Implementing and Evaluating the Action Plan

Determine a specific intervention strategy, program, or priority topic to help meet the need that has been identified. Collect objective data documenting that this instructional need exists. Develop and implement an Action Plan consisting of curriculum development, programs, workshops, groups, presentations, etc. Describe what you did and offer supporting documentation. Data are gathered as the improvement is initiated. Data are examined to see if the targeted improvement is having the desired outcome. Identify possible solutions and/or alternatives to the stated problem for site consideration, including budget(s) necessary for implementation, timelines, outcomes, and evaluation criteria.

Prompt:

Provide information about what you have accomplished with your action research design. Answer the question: What impact did the intervention have in helping to meet the needs of students and/or the campus?

Assignment:

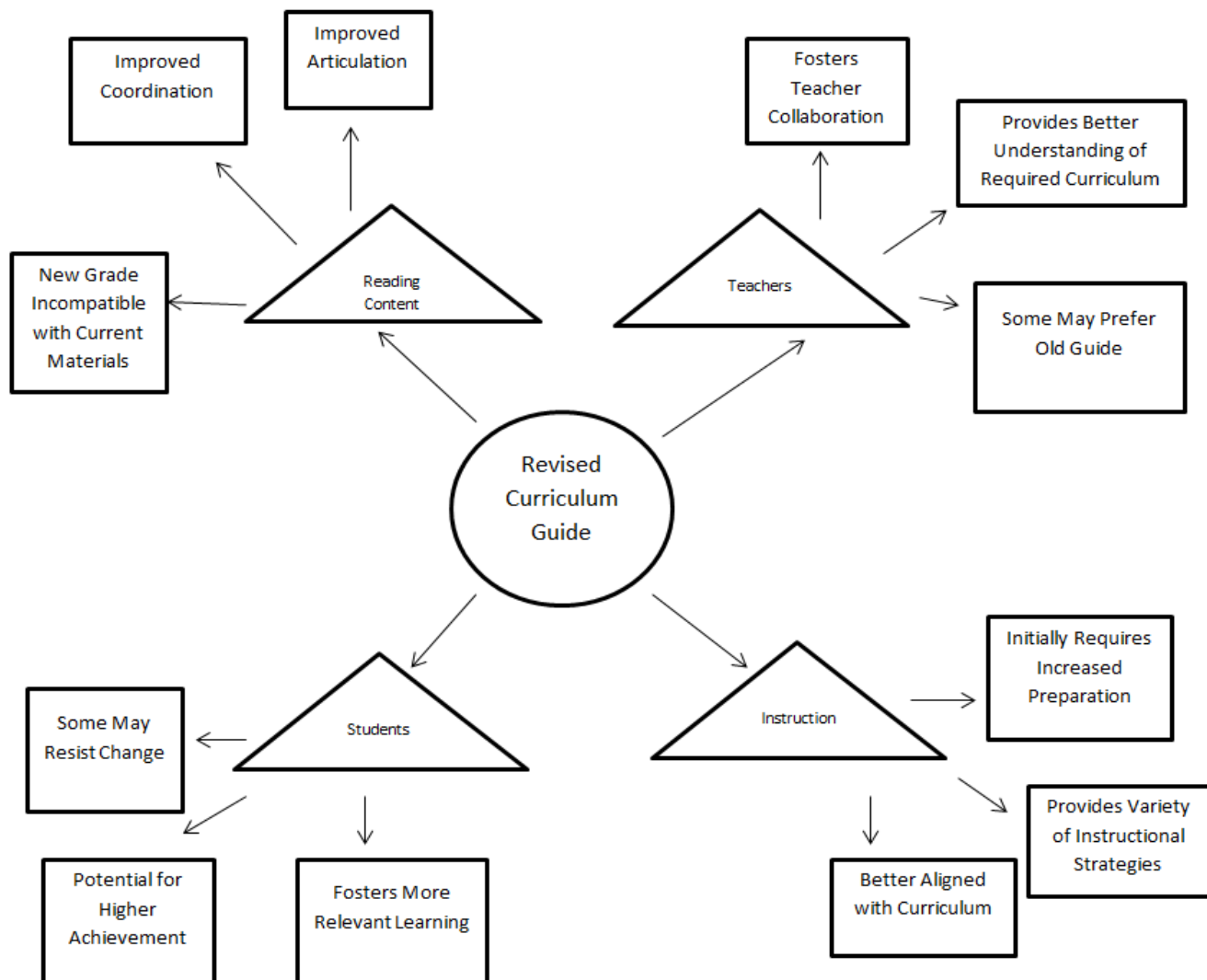
A. Implement Action Plan

Determine a specific intervention strategy, program, or priority topic to help meet the need that has been identified. Collect objective data documenting that the instructional need exists.

B. Impact Analysis Chart (see p. 14)

An impact analysis chart is constructed to assist you in projecting whom and what a potential program or change will affect and what the effects might be. As you create an impact analysis chart, answer the following questions:

What projections have been made after reviewing the impact chart? Does the action research design appear to be useful in moving students toward achieving the learning goals?



C. Evaluation of Action Plan

- Include results and analyses of assessment results relative to the goals and learning outcomes.
- Provide data collection (sampling, participants, validity, reliability, etc.).
- Attach clearly labeled tables, graphs, or charts that depict the results in a format that allows you to find patterns of student achievement relative to each objective.
- Summarize the results of the assessment(s) and describe the recommendations/implications based on findings.
- Provide information about what you have accomplished with your intervention. What impact did the intervention have in meeting the needs of students?

Section III: Design for Implementation and Evaluation Scoring Guide

ACWS Standard:

The candidate designs, implements, and evaluates for specific goals and learning outcomes, student characteristics and needs, and learning contexts.

Sources of Evidence: Design for Implementation and Evaluation

Assessment Indicators and Questions

1. Alignment with Goals and Learning Outcomes

Is the action research design explicitly linked to learning goals? Are all learning activities, assignments, and resources aligned with learning goals? Are all learning goals covered in the design?

2. Accurate Representation of Content

What does the data seem to tell us?

3. Impact Analysis Chart

What projections have been made after reviewing the impact analysis chart? Does the action research design appear to be useful in moving students toward achieving the learning goals?

4. Use of a Variety of Instruction, Activities, Assignments, and Resources

Does the action research design include variety across instruction, activities, assignments, and resources? Does this variety clearly contribute to learning? What action steps are indicated by your analysis of the data? Who is responsible for implementing the action steps?

5. Use of Technology

Does the candidate integrate appropriate technology that makes a significant contribution to the learning environment?

Definition of Terms

- **Technology:** Electronic tools; computers, calculators, cameras, audio-visual recorders, assistive technology, or other tools of the discipline (e.g., microscopes, probes)

Section III: Design for Implementation and Evaluation Rubric

ACWS Standard: *The candidate designs, implements, and evaluates for specific goals and learning outcomes, student characteristics and needs, and learning contexts.*

Rating Indicator	0 Unacceptable	2 Acceptable	3 Target	Score
Alignment with Goals and Learning Outcomes	Not all goals and learning outcomes are covered in the design.	Most goals and learning outcomes are covered in the design.	All goals and learning outcomes are aligned and covered in the design.	
Accurate Representation of Content	Candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Candidate's use of content appears to be mostly accurate.	Candidate's use of content appears to be accurate and aligned with learning goals and objectives.	
Impact Analysis Chart	No alignment between chart and projections.	Limited alignment between chart and projections.	Well aligned between chart and projections.	
Use of a Variety of Interventions, Activities, and Resources	Little or no variety of intervention(s), activities, and/or resources. No contribution to learning.	Some variety in intervention(s), activities, and/or resources but with limited contribution to learning.	Significant variety of intervention(s), activities, and/or resources. This variety makes a clear contribution to learning.	
Use of Technology	Technology is inappropriately used OR candidate does not use technology.	Candidate uses technology, but it does not make a significant contribution to teaching and learning.	Candidate integrates appropriate technology that makes a significant contribution to teaching and learning.	

Section IV: Analysis of Student Performance and Reflection

ACWS Standard:

The candidate uses regular and systematic evaluations of student performance to make instructional decisions and reflects on his or her impact and on student learning in order to improve academic performance. The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Task:

Reflect and describe the relationship between students' progress and achievement. What ways did you impact student learning and enhance academic performance? What were your findings? What would you do differently and why? What did you learn from this experience?

Prompt:

Reflect on your own professional learning and growth. What are your future steps and goals for your professional journey?

Section IV: Analysis of Student Performance and Reflection Scoring Guide

ACWS Standard:

The candidate uses regular and systematic evaluations of student performance to make instructional decisions and reflects on his or her impact and on student learning in order to improve academic performance. The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Sources of Evidence: Evaluation and Self-Reflection

Assessment Indicators and Questions

1. Clarity and Accuracy of Visual Representation

Is the visual representation thorough, accurate, and reflective of data?

2. Alignment with Learning Goals

Are all learning activities, assignments, and resources aligned with learning goals? Are all learning goals covered in the design?

3. Interpretation of Data

Is interpretation of data purposeful, and supported by appropriate conclusions drawn from the data?

4. Evidence of Impact on Student Learning and Candidate Reflection

Does the candidate use evidence to support conclusions drawn in the Analysis of Student Learning section? Does the analysis of data provide a positive impact on student learning?

Definition of Terms

- **Hypotheses:** Probable reasons why learning did or did not occur; possible explanations for why learning did or did not occur
- **Professional learning goals:** From the ACWS experience, what the candidate has identified that he or she needs to know and be able to do to improve success for all students; the candidate must identify specific steps (e.g., a book to read, workshop to attend, etc.)

General Considerations

- **To what extent do research and theory need to be cited?** Only to the extent that it is referenced in the ACWS.
- **How comprehensive should the professional learning goals be?** The professional learning goals must state what needs to be learned and what specific steps need to be taken.

Section IV: Analysis of Student Performance and Reflection Rubric

ACWS Standard: The candidate uses regular and systematic evaluations of student performance to make instructional decisions and reflects on his or her impact and on student learning in order to improve academic performance. The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Rating Indicator	0 Unacceptable	2 Acceptable	3 Target	Score
Clarity and Accuracy of Visual Representation	Visual representation is not easily understood, is minimally developed, and/or inaccurately reflects the data.	Visual representation is understandable and contains few errors but lacks sufficient detail.	Visual representation is thorough, easy to understand and accurately reflects data.	
Alignment with Learning Goals	Analysis of student learning is minimally aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class and two subgroups.	Analysis of student learning is mostly aligned with learning goals and provides a somewhat developed profile of student learning relative to the goals for the whole class and two subgroups.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class and two subgroups.	
Interpretation of Data	Interpretation of data is inaccurate.	Interpretation of data is generally accurate, but not fully supported by the data.	Interpretation of data is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning and Candidate Reflection	Analysis of data fails to adequately confirm a positive impact on student learning.	Analysis of data confirms a positive impact on student learning but lacks sufficient detail in the explanation.	Analysis of data confirms a positive impact on student learning through a thoroughly developed explanation.	

**Dallas Baptist University
College of Education
Advanced Candidate Work Sample Final Evaluation**

Candidate Name: _____ **Term:** _____

University Supervisor: _____ **Date:** _____

District/School: _____

ACWS Title: _____ **FINAL GRADE:** _____

ACWS Standard	DBU/InTASC Competencies	Unacceptable (0-32 points)	Acceptable (B) (33-43 points)	Target (A) (44-54 points)	State/National Standard (as applicable)
Contextual Factors: Community, School, and Student Diversity	1, 2, 3, 6, 7, 8				
Learning Goals and Assessment Plan	1, 2, 4, 5, 6, 7, 8, 13				
Design for Implementation and Evaluation	1, 2, 3, 4, 5, 7, 8, 9, 10				
Analysis of Student Performance and Reflection	1, 9, 10, 11, 12, 14				
Candidate's Final Total Score					

ACWS Standards and Indicators	Unacceptable	Acceptable	Target
Contextual Factors	0	10	15
Learning Goals and Assessment Plan	0	8	12
Design for Implementation and Evaluation	0	10	15
Analysis of Student Performance and Reflection	0	8	12
Total Possible Points	0	36	54

Competency 1: Learner Development.

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Competency 2: Learning Differences.

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Competency 3: Learning Environments.

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Competency 4: Content Knowledge.

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Competency 5: Application of Content.

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Competency 6: Assessment.

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Competency 7: Planning for Instruction.

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Competency 8: Instructional Strategies.

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply information in meaningful ways.

Competency 9: Professional Learning and Ethical Practice.

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Competency 10: Leadership and Collaboration.

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.

Competency 11: Legal and Ethical Aspects.

The candidate understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the educator. The educator will commit to uphold the Texas Educator Code of Ethics.

Competency 12: Educator Excellence.

The candidate understands characteristics of educator excellence as defined by Texas approved appraisal systems.

Competency 13: College/Career Readiness through the Use of State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC).

The candidate understands and is able to implement the state standards for what students should know and be able to do and implements the Texas curriculum standards to advance the mission of Texas: college and career ready students. (STAAR, EOC)

Competency 14: Texas Examination for Educator Standards (TExES).

The candidate understands and demonstrates competencies related to his/her field of study by successful performance on state certification exams.

References and Credits

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge, and action research*. London: Falmer Press.