The Renaissance Partnership
For Improving Teacher Quality

Teacher Work Sample

Manual for Mentors:
Coaching Teacher Candidates through the Teacher Work Sample

January 2004

To be used with the June 2002
TWS Performance Prompt,
Teaching Process Standards, and Scoring Rubrics

The Manual for Mentors was developed by representatives from the eleven Renaissance Partnership Project sites: California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood University, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, and Western Kentucky University.

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Dear Colleagues,

Thank you for taking the time and interest to mentor this next generation of teachers. As Parker J. Palmer wrote, "Mentoring is the dance of spiraling generations, in which the old empower the young with their experience and the young empower the old with new life" (1998, pg. 25). We hope you enjoy this opportunity to give back to the profession some of the expertise and lessons learned from your experiences in the field of education.

The Teacher Work Sample (TWS) provides Teacher Education Candidates a tremendous opportunity to document the impact of their teaching on PK-12 students. It is also a powerful tool which allows Colleges of Education to document the learning of their candidates and, therefore, the effect of Teacher Education Programs on PK-12 students.

The purpose of this manual is to help *you*, help *them*. In this manual we have included: 1) an overview of the Teacher Work Sample, 2) a definition and process for mentoring Teacher Candidates (TCs), 3) tips for mentors when guiding TCs through the preparation of the TWS, and specific areas of the TWS which pose a challenge for TCs with an example of how a mentor can help them. The appendices include the TWS Prompt and Rubics, as well as a companion manual for teacher candidates.

Here are a few more mentoring quotes to inspire and motivate you in this valiant project!

We provide both
irritation and inspiration
for each other–
the grist for each other's
pearl making.

–Stephen Nachmonovitch

If I accept you as you are,
I will make you worse;
however, if I treat you as though
you are what you are capable
of becoming,
I help you become that.

— Johann Wolfgang von Goethe

Good luck and have fun!

Sincerely,
The Mentoring Coordinators
Renaissance Partnership for Improving Teacher Quality Institution

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Section 1. Overview of Renaissance Teacher Work Sample (TWS)

The Vision

Successful teachers make instructional decisions based on student learning rather than their own behaviors. The Teacher Work Sample (TWS) is a performance-based activity and assessment tool to help teacher candidates develop this focus on student learning. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate student learning. The following teacher processes are addressed in the TWS:

Teaching Processes, TWS Standards, and Indicators
Contextual Factors *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.* • Knowledge of community, school, and classroom factors • 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
Learning Goals *The teacher sets significant, challenging, varied and appropriate learning goals.* • Significance, Challenge and Variety • Clarity • Appropriateness for students • Alignment with national, state or local standards
Assessment Plan *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.* • Alignment with learning goals and instruction • Clarity of criteria for performance • Multiple modes and approaches • Technical soundness • Adaptations based on the individual needs of students
Design for Instruction *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.* • Alignment with learning goals • Accurate representation of content • Lesson and unit structure • Use of a variety of instruction, activities, assignments and resources • Use of contextual information and data to select appropriate and relevant activities, assignments and resources. • Use of technology

Instructional Decision-Making
The teacher uses ongoing analysis of student learning to make instructional decisions.
- Sound professional practice
- Adjustments based on analysis of student learning
- Congruence between modifications and learning goals

Analysis of Student Learning
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- Clarity and accuracy of presentation
- Alignment with learning goals
- Interpretation of data
- Evidence of impact on student learning

Reflection and Self-Evaluation
The teacher reflects on his or her instruction and student learning in order to improve teaching practice.
- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment among goals, instruction and assessment
- Implications for future teaching
- Implications for professional development

The Teacher Candidate's Assignment

The Teacher Candidate is required to plan and teach a unit of study. Before teaching the unit the teacher candidate will describe contextual factors, identify learning goals based on state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and plan for instruction. After teaching the unit, the teacher candidate will analyze student learning and then reflect upon and evaluate his or her teaching as related to student learning. The document produced is the TWS.
[See APPENDIX A for the TWS Prompt and Rubric.]

Various Contexts for the TWS

The development of quality teacher work samples will depend on a number of factors: institutional support, curriculum, and the abilities and dispositions of teacher candidates. Parts or all of the TWS may be embedded in courses or field experiences, as well as the student teaching or intern experiences.

Section 2. The Renaissance Partnership Mentoring Definition

Although the TWS is often seen as documentation of the Teacher Candidate's (TC) technical skills (e.g., designing an assessment), it is much more than that. It is a powerful means to develop (and assess) the TCs analytical reflective ability to determine WHY students did or did not learn as a result of the instruction provided. We see this as the perennial skill of the professional teacher (see Colton & Langer, 1993; Langer, Colton & Goff, 2003). The TWS requires the TC to clarify learning goals and gather evidence of where students began and ended relative to those goals. But more importantly, it asks TCs to figure out why students did or did not achieve the goals, and to determine the best way to help each student reach learning goals.

Who Are The Mentors?

Teachers, Arts & Science faculty, Education professors, and Field Supervisors model, assess, teach, and guide TCs as they proceed through the Teacher Preparation program. Given the variety of teacher preparation programs among the Renaissance Partnership institutions, the TCs may receive mentoring from individual mentors or teams of mentors.

What Do We Mean by "Mentoring?"

The term "mentoring" has most often been applied to first-year teachers. The following points clarify how the Renaissance Partnership for Improving Teacher Quality is adapting this concept of mentoring.

- Mentors work with pre-student teachers and student teachers (Teacher Candidates).
- Mentors are teachers, university supervisors, and professors in a teacher preparation program
- Mentors help the Teacher Candidate develop specific skills and reflective abilities to analyze the student learning in a comprehensive unit (the Teacher Work Sample—TWS).
- Mentors uses specific language/communication skills to develop in the TC the skills and thinking to document and analyze the linkages between their own teaching and student learning.

In this manual, we have borrowed heavily from the idea of Cognitive Coaching (Costa & Garmston, 2002). Although other models of mentoring emphasize a variety of professional and personal attributes, this model emphasizes the use of language and communication to help the TC become a self-directed learner.

How Will The TC Benefit from Mentoring?

Mentoring will help the TC become a self-directed learner who is able to:

- analyze the link between teaching and student learning.
- draw on multiple sources of knowledge when planning instruction and making decisions to improve the learning of their students.
- demonstrate the technical, analytical, and reflective skills required to produce a satisfactory TWS.
- consider multiple perspectives before deciding why students are or are not responding as desired.
- discover ways to improve student success.

What Does a Mentor Do?

At "pivotal points" in the program, mentors provide a "Cognitive Apprenticeship" (Rogoff, 1990) for the Teacher Candidate's (TCs) thinking and acting to prepare them to meet the standards in the TWS. This mentoring process may be more direct (e.g., telling or consulting) or less direct (coaching), depending on the TCs readiness and independence with the skills, concepts and reflective analysis required by the TWS (Lipton & Wellman, 2002).

Responsibility/Roles/Mentoring Tasks	Who Does It
Model, explain and provide feedback on the skills and expertise required to do TWS	Education faculty Field Supervisor Cooperating Teacher
Assess and coach the TC's analytical and reflective thinking and writing	Education faculty Field Supervisor Cooperating Teacher
Help the TC to move from naïve concepts (or lack of knowledge) to a new skill or understanding.	Content (Arts & Sciences) Faculty Education faculty Field Supervisor Cooperating Teacher

When Is Mentoring Provided for the TC?

Teacher Candidates need mentoring every step of the way when completing a TWS. Opportunities to mentor for any one standard may occur at different times throughout the TWS. Mentoring may occur:

- during coursework,
- during field experiences,
- in large group settings,
- in small group settings, or
- one-on-one.

A Conceptual Framework for Mentoring

We acknowledge that there are a variety of models for mentoring. We have selected the Cognitive Coaching model (and the tools provided by Costa and Garmston's protégés, Lipton and Wellman) because of the active and purposeful role of the mentor.

One of the main distinctions between a novice and an expert teacher is the novice's propensity to find a solution to a dilemma before adequately defining and understanding the dilemma itself (Berliner, 1986). Expert teachers take the time to analyze multiple interpretations before deciding which one to act upon (Swanson, O'Conner & Cooney, 1990). **Thus, a key role of the mentor is to model and prompt the TC to analyze multiple factors when trying to understand why students respond the way they do** (Costa & Garmston, 2002; Langer, Colton, & Goff, 2003).

The ultimate goal for mentoring during the teacher preparation program is to develop in the TC the ability to use such professional thinking in their early years of teaching. When the mentoring involves solid principles of effective teaching within a supportive relationship, novice teachers are more likely to focus on student learning results (Huling-Austin, 1990; Reiman, Bostick, Cooper & Lassiter, 1995).

Rogoff (1990) has proposed a process called *guided participation* that is useful for our purposes. The mentor provides a "cognitive apprenticeship" by assessing the thinking and understandings of the TC, and gradually moving him to higher levels of functioning. "This process requires active collaboration, communication skills, assessment of another's developmental level, and interactive Dialogue" (Colton & Sparks-Langer, 1992, p. 158).

The mentor helps the TC learn key professional knowledge and skills along with the tools of analysis and reflection by building bridges (or scaffolding) from what the TC already understands and can do towards new insights and skills. This bridging occurs in the "zone of proximal development" (Vygotsky, 1978)--"the mental distance between a person's current problem solving ability and the ability the person can achieve if coached and supported by a more skilled individual" (Colton & Sparks-Langer, 1992, p. 158).

For this growth to occur, the mentor must develop an atmosphere of trust and rapport by *listening* to the TC and *pausing to interpret* the conveyed message. At this time, the mentor assesses the TCs current level of functioning compared with where he/she needs to be. Then the mentor decides which part of what has been said will yield insights and improvements. The mentor's *response* attempts to move the TC forward in the zone of proximal development by encouraging new understandings.

Mentoring Approaches

The approaches the mentor uses to move teacher candidates through the zone fall on a continuum of *Direct* to *Less-Direct* as illustrated in Fig. 2.1. This model is adapted from Glickman's (1981) developmental supervision; Lipton and Wellman (2002) refer to the Direct approach as "Consulting" and the Less-Direct approach as "Coaching."

Direct (Consulting) **(MENTOR – teacher candidate)***	**Less-Direct (Coaching)** **(mentor/TEACHER CANDIDATE)***
Purpose: To provide information, skills, resources, or knowledge	**Purpose:** To improve decision making and reflective analytical thinking
Actions: Model and teach Provide directions Give examples Provide resources	**Actions:** Acknowledge and listen (assess what TC should consider or re-think) Paraphrase ideas stated by TC Probe for other ideas, perspectives, approaches, or interpretations Prompt analysis and reflection Brainstorm ideas or approaches
Language: You should… It is important to remember… Here is an example of … Always keep in mind…. Let's review what we know about alternative assessment…	**Language:** You mentioned that you wanted students to….Tell me your thinking about this…. What might be going on here? What might be a different approach to …? How might this affect the students?

* Note: Words in all capital letters denote who does the most talking and analyzing.

◄ **Figure 2.1. Continuum of Mentoring Approaches**

It is up to the mentor to determine whether to take a more direct consulting approach, or to take on the less direct role of coach. As teachers, supervisors, and professors, we are all tempted to jump immediately into the role of Direct mentoring; doing most of the talking comes naturally to us. Yet, this may not be the best way to develop in our TCs the self-directing analytical skills required to understand their role in student learning.

It will take practice and a changed perspective to take on the role of Coach.
We may need to stop and ask ourselves:

- "What is the TC already thinking about?"
- "What else does she need to think about here?"
- "I wonder if she has already considered that or not?"
- "How can I ask a question that will acknowledge that she may have already thought of this without putting her on the defensive?

The coaching approach has the benefit of modeling for the TC the kinds of questions we would like him/her to automatically ask when planning or analyzing results of teaching.

Institutional Support

TWS development and mentoring, like other institutional activities, take place within organizational contexts. As a result, factors within the organization inevitably impact the effectiveness of the mentoring process.

The following institutional factors are critical:

- Leadership
- Curriculum
- Faculty attitude
- Student ability and disposition

Section 3. Language and Communication Skills for Mentoring

One main goal of the TWS mentor is to keep the TC feeling safe and comfortable while using both verbal and nonverbal tools to lead teacher candidates to cognitive growth and self-direction. Listed below are tools used by effective coaches, as described by Costa and Garmston (2002) and Lipton & Wellman (2002).

Maintaining Rapport

Both the mentor and the TC express important messages in conjunction with their spoken words. These messages are conveyed through vocal intonation, rhythm, pacing, volume, inflection, pitch, and rate of speech along with body gestures, posture, and use of space. Verbal and nonverbal reactions will provide information about the level of comfort.

Coaching Responses to TC

The mentor's responses can contribute greatly to the vision of the self-directed teacher. Types of possible responses that help deepen the thinking and analysis of the TC are displayed below:

1) **Pausing** – Accepts the response without making a value judgment. This allows the teacher candidate to process information and enhances higher level cognitive processing.

2) **Paraphrasing and Acknowledging** – Reflects the content and emotions of what the teacher candidate has said. Paraphrasing lets the teacher candidate know you have heard what has been said in another person's words.
   - *You mentioned that you want the students to…*
   - *Your hunch is that…*
   - *There seem to be two big issues here…*

3) **Probing for Clarification** - Asks the speaker to delve more deeply into what they have already said and is used to gain additional information.
   - *What were some examples of …*
   - *What outcomes do you have in mind …*

4) **Positive Presuppositions** – Presumes that the TC has thought about the issue. As a mentor, you often know what you want TCs to do or think about. Rather than directly telling them this, you can use a positive presupposition to find out what they are thinking. This has the advantage of prompting the thought or action by assuming they can, or

already have, figured out the solution. This also saves the dignity of the TC by avoiding questions like, "Have you thought of trying…" or "Why don't you try…"

- *As you think about the pre-assessment data, what revisions to your goals are you considering?*
- *You mentioned you had many different ability levels in this class. As you consider these, what modifications did you consider making to your activities*

5) **Providing Data and Resources** – Provides data in a nonjudgmental way so teacher candidate can make decisions or draw conclusions.
   Example:
   TC: *Here are my pre-assessment results in a chart.*
   Mentor: *That chart really clarifies their current learning. How will these results impact your design of the unit?*
   TC struggles and has few ideas.
   Mentor: *Let's look at this example and see how this person made sense of her pre-assessment data.*

Kinds of Questions Mentors Use

Costa and Garmston (2002) refer to "mediative questions" that are designed to transform a teacher candidate's thinking and perspective. Lipton and Wellman call them "invitational questions." The tone of voice (often a lilt and melody), invites the teacher candidate to respond in a thoughtful manner. Such coaching questions cannot be answered by a simple "yes" or "no" and should be non-threatening. For example, instead of asking, "*Have you done your pre-assessment yet?*" ask, "*What did you find in your pre-assessment*."

- For other guidelines for questioning see APPENDIX C:
- Section 5 includes examples of coaching dialogue for specific sections of the TWS.

Section 4.
General Tips for Mentors

This section contains suggestions for mentoring TCs through the TWS process. First we provide a list of general tips that apply to the overall work sample. Then we provide specific mentoring tips for each TWS section along with some common challenges for TCs that we have seen in our experiences.

In Section 5 you will find proficient examples of sections from actual TWSs, as well as examples that depict some of the common challenges. Samples of mentoring dialogues for these common challenges are included in Section 5.

General Tips for Mentoring the TWS Process

Have a **positive attitude** toward the TWS.

- Demonstrating that you value the TWS process and product will positively influence the TC's attitude and product.
- Take time to familiarize yourself with the expectations of the TWS, paying special attention to how the sections fit together and how the TWS models the planning-teaching-assessment cycle.

Use the **TWS Prompt, Rubrics, and Student Manual** to guide the process.

- The Prompt gives directions and guidelines for each section and for the overall format.
- The Rubrics describe the level of quality expected.
- The Student Manual gives examples and suggestions.
- All three sources provide valuable information.
- No source should be used in isolation.
- See APPENDIX A for TWS Prompt and Rubrics.
- See APPENDIX D for Student Manual.
- Every section of the TWS has page limits to keep the TWS manageable and concise for both the writer and the reader.
- The page limits for each section are guidelines. However, the overall narrative for the TWS should not exceed 20 pages.

Clarify your institution's or program's expectations for the length of the **unit of study** and **definition of classroom**.

- A unit of study generally involves 1-3 weeks of instruction.
- The complexity and length of the unit you expect will depend on the length of the student teaching placement, the grade level, and the unit content.
- Expectations for the design of the unit may vary: some institutions may require thematic units, some institutions may expect certain types of goals, etc.
- The definition of a class is dependent on the classroom placement, program, and grade level. The size of the class may influence the expectations of the Analysis of Student Learning. Example: In special education placements a "class" may be a small group of

students. In that case the class or subgroup analysis may need to be revised from the expectations in the prompt.

Assist the TC to set a logical **timeline** for the completion of each section of the TWS.

- Generally drafts of the first four sections (Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction) should be completed before the unit is taught.
- The last three sections (Instructional Decision-Making, Analysis of Student Learning, and Reflection and Self-Evaluation) should be completed during or after implementation of the unit.

Schedule regular meetings with the TC (and cooperating teacher).

- Meetings should take place early in the process.
- Discussions before and during the implementation of the unit can prevent problems before they occur.

Have your TC describe the **"big picture"** of the unit early in the process.

- The unit should be cohesive.
- The Learning Goals, Assessment Plan, and Design for Instruction should be aligned with appropriate content standards.
- The unit should be consistent with content area and age level expectations.

Encourage **revisions** of each section of the TWS as needed. The TWS is a "living" document throughout the process.

- Data from students and modifications during instruction may influence the written sections already completed.
- Example: Data from the pre-assessment may provide information for Contextual Factors related to students' prior knowledge.
- Example: The Learning Goals and Design for Instruction may need to be revised if the pre-assessment data show students understand one or more of the goals.

Encourage the TC to record key events in a **journal** and collect a reasonable amount of **student work**.

- Journal entries will be useful in recording valuable successes, failures, frustrations, and surprises, insights, and teaching modifications.
- The TWS prompt requires the teacher candidate to analyze work from two students. Collecting work from three to five students allows for the possibility that one of the selected students may be absent during the unit.
- Copies of the student work should demonstrate the students' learning related to the unit goals. There is no need to collect unrelated work.

Encourage the TC to keep track of **instructional resources.**

- Teacher candidates should get in the habit of crediting the sources for their instructional resources.
- Encourage them to keep bibliographic information on sources.

Specific Tips and Common Challenges
For Mentoring Each Section of the TWS

Contextual Factors

Tips for Success

- The TC should gather information from a variety of sources including cooperating teacher and school secretary; school, district, or state web sites; and newspapers and other community resources.
- The TC should use less space for community and district factors and more of the space for school, classroom, and student factors.
- After writing the Contextual Factors section, the TC should list 3-5 factors about the students, classroom, school, or community to keep in mind while planning the unit goals, assessments, activities, adaptations, and while reflecting on learning results. The TC should keep this list "front and center" whenever doing any of the other elements of the TWS.

Common Challenges

The TC may have difficulty:

- Making sure the contextual factors identified are relevant to the design of the TWS.
- Identifying factors at the community, student, and classroom levels.
- Considering implications for instructional strategies that address student/classroom contextual factors.

Learning Goals

Tips for Success

- The term "goals" is used in the TWS directions to give latitude to the particular institution using the instrument. Some institutions use the term goals, others use the term standards, and still others use objectives or achievement targets. The TC should use the format and terminology used by institutions and cooperating teachers.
- The TC should select 3-5 of the most significant goals for the unit.
- Learning goals should be aligned with appropriate standards, include higher order thinking skills, and be stated in terms of student learning.

Common Challenges

The TC may have difficulty:

- Selecting learning goals that are developmentally appropriate.
- Writing learning goals as student outcomes.
- Creating learning goals that are challenging, significant, and varied.
- Identifying learning goals that are not too narrow or too vague.
- Selecting learning goals that are supportive of long-term classroom goals and aligned with standards.

Assessment Plan

Tips for Success

- The TC should clarify the main goals and assessments for the unit. As the TC describes the assessments, it may be useful for the mentor to take notes and begin to fill in a rough sketch of the assessment plan chart.
- For the Assessment Plan, the TC should use logic and pedagogy to justify which pre-assessments to use. This may involve "breaking the rule" of using the same type of pre-assessment and post-assessment instruments. For a goal assessed by an authentic project, it may be a waste of time to have students try to do the project as a pre-assessment. In this case, the TC can be encouraged to pre-assess the understandings to be applied in the project, even though this would not be "following the rule."
- Copies of the assessments should be included. The copy may include a key to show how each question/task is aligned with the unit goals.
- Descriptions of how the assessments will be analyzed/scored should be included. This may include a rubric or scoring guide.
- Descriptions of the criteria used to determine whether a student has met the standard for each unit goal should be included.
- The TC may select or modify existing assessments consistent with the learning goals.

Common Challenges

The TC may have difficulty:

- Selecting or designing multiple modes of formative and summative assessments.
- Providing adaptations that are assessment adaptations rather than instructional adaptations.
- Providing adaptations that are specific to individual student needs identified in Contextual Factors.
- Aligning assessments with learning goals in terms of level of learning.
- Creating an assessment plan to collect data from every individual student. Example: Class discussions provide a general assessment of the whole class but not specific data on individual students.
- Developing a pre-assessment that dependably measures prior knowledge. Example: Student self-ratings may not be accurate.
- Developing clear scoring methods or criteria. Example: Rubrics or scoring guides do not clearly indicate what constitutes student learning or a correct response.

Design for Instruction

Tips for Success

- The TC should keep in mind the unit goals, contextual factors, and pre-assessment data when planning the lessons for the unit.
- The TC should use a visual organizer to make the unit plan clear. Flowcharts, block plans, charts, or tables can help the TC evaluate whether the unit follows a logical structure.
- Lessons should reflect a variety of instructional techniques and resources to accommodate the various learning styles of students.
- Technology should be used in some form (either for planning or instruction or preferably both). Check with institution coordinators to see if there are local expectations.

Common Challenges

The TC may have difficulty:

- Recognizing the importance of the results of pre-assessment for designing instruction. Individual students may need instructional adaptations. Example: Some students may have already achieved the objectives, while others may lack prerequisite knowledge.
- Basing instruction and adaptations on contextual factors.
- Incorporating a variety of methods and activities.
- Aligning lessons with learning goals.

Instructional Decision-Making

Tips for Success

- The TC should be able to describe critical incidents during the teaching of the unit that required modifications to instruction. These incidents should be related to student learning.
- The TC should not only describe the incidents and modifications. The TC should also give reasons for these instructional decisions that reflect sound instructional practice.

Common Challenges

The TC may have difficulty:

- Identifying specific modifications to instruction based on student learning and responses.
- Describing and justifying the modifications in terms of student learning.

Analysis of Student Learning

Tips for Success

- Early on, the TC should select the individual students and sub-groups for the Analysis of Student Learning section. The TC will need to consider local context and the content of the unit to make these choices. The important point is that the TC should provide a rationale for choosing these particular individuals and sub-groups for analysis.
- Multiple formats are possible for "graphic representations" of the data. Charts, graphs, or tables may all be appropriate formats for the data. The TC should use available technology to create the graphic representation.
- Discussion of the data should go beyond describing the numbers. The TC should include an interpretation of the data in relationship to the unit goals. The TC should answer the question, "What do the scores mean in terms of student learning?"
- The discussion should include the number of students meeting the standard for each goal as well as progress toward the standard.

Common Challenges

The TC may have difficulty:

- Establishing criteria for proficiency and discussing students' progress toward meeting the standard.
- Selecting an appropriate display of data so that the data are easy to read and patterns are evident.
- Relating sub-group selection to contextual factors and/or content being studied.
- Interpreting and drawing conclusions based upon the data.
- Relating pre- to post-analysis to the learning goals.

Reflection and Self-Evaluation

Tips for Success

- This section expects the TC to reflect on the success of the unit as well as future professional development.
- Reasons for the varying degrees of success should relate to factors over which the TC had control. Example: Selection of appropriate learning goals, design of the lessons, sequencing, pacing, appropriate adaptations to meet student needs.
- The TC should give clear reasons for success or lack of success, suggested redesign, and professional growth activities. Reasons should be related to student learning. Descriptions alone are not sufficient.

Common Challenges

The TC may have difficulty:

- Relating student success or lack of success in learning to instruction and assessment within their control, rather than to contextual or other factors not under their control.
- Providing a rationale for a redesign plan that is based upon student learning.

- Identifying a specific plan for meeting professional growth goals.

References

- When TCs create their references, they can be referred to the APA website, or whatever style is used at your institution.

Section 5. Mentoring Through Common Challenges

In this section you will find excerpts from actual Teacher Work Samples. These excerpts have been chosen to illustrate proficient examples and some of the common challenges related to the TWS processes. Passages quoted directly from a TWS are shown in italics.

TWS Excerpts and Vignettes

The following TWS excerpts and vignettes address three of the seven teaching processes. For each teaching process there is a proficient example and one or more mentoring vignettes related to common challenges TCs encounter. After each example a commentary highlights why the example demonstrates proficiency or challenges. Suggestions are given for mentoring TCs facing specific challenges as they complete the TWS. Each vignette includes a mentoring dialogue illustrating the language and communication skills described in Section 3.

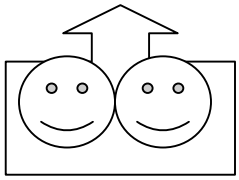
Many challenges are not tied to one particular area of the Teaching Processes. If the assessments are poorly designed, it will be difficult to do an adequate analysis of student learning. If the pre-assessment results are not analyzed before designing instruction the lessons may not reflect the learning needs of the students. If these challenges are addressed early in the process, later challenges will be reduced.

Using the TWS Examples

These examples may be used by mentors in workshop settings or for individual reflection. The specific examples stimulate reflection and/or discussion about ways to mentor TCs through the TWS process. They show how a mentor might apply mentoring skills to help the TC gain the skill, understanding or analytical/reflective abilities required for successful teaching.

Learning Goals

Contextual Factors	*Learning Goals*	Assessment Plan	*Design for Instruction*	Instructional Decision Making	*Analysis of Student Learning*	Reflection and Self-Evaluation



Learning Goals Standard
The teacher sets significant, challenging, varied, and appropriate learning goals.

TWS Excerpt 1
Proficient Example of Learning Goals

Background information

- 6th grade Social Studies
- Unit on Southern Europe

Learning Goals
The students will:

1) *Identify and locate the countries and their capitals that make up this region on maps and in writing. (1.2, 1.3, 2.19) (Knowledge level)*
2) *Demonstrate understanding of the meaning of plateau, textile, dialect, sirocco, city-state, mainland, elevation, service industry, suburb, and emigrate. (1.2, 1.4, 2.15, 2.19) (Comprehension level)*
3) *Summarize the physical features and cultural contributions of Italy, Spain, and Portugal. (1.2, 1.3, 2.19, 2.17, 5.4) (Comprehension level)*
4) *Compare, contrast, and select between Spain and Greece as a travel destination. (1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 2.19) (Evaluation level)*

These goals represent a variety of opportunities for students to practice skills addressed in the Kentucky Academic Expectations. They are aligned with Kentucky's Core Content. They address multiple levels of Bloom's Taxonomy.

[Justification is given for Goals 1, 2, &3]

Goal 4 addresses Kentucky Academic Expectations 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 2.19, and 5.4. Students read information, watch a video, and view Internet sites to gather information about Greece and Spain. They choose one of these countries to visit and write an open response addressing the cultural, geographical, economic, sociological, and/or physical environment that influenced their decision. They plan a summer vacation to the country to show their understanding of the above factors. The goal addresses Kentucky Core Content items SS-M-4.1.2, SS-M-4.2.1, and SS-M-4.4.2. As students plan their vacation they must consider urban,

rural, and suburban areas, human activities, and physical environment of both countries. This goal is Evaluation level from Bloom's Taxonomy.

These learning goals are appropriate in terms of the development, pre-requisite knowledge, and skills of the students. These students are still largely concrete-operational thinkers according to Piaget. They require scaffolded learning. They have limited prior knowledge of world geography; therefore they begin by learning the locations of countries and capitals. They progress to learning the vocabulary necessary to study the area. From prior teacher observation and teacher-made assessments, they have limited skills with summarizing, decision-making, and evaluation and require opportunities to practice.

Commentary
In this example the TC selects goals that reflect a variety of levels on Bloom's Taxonomy, including Knowledge, Comprehension, and the more challenging level of Evaluation. The goals are stated in terms of learning outcomes, using terms such as "identify," "summarize," and "compare." The TC justifies the appropriateness for the students based on developmental levels (Piaget), prior experiences ("limited prior knowledge of world geography"), and ongoing assessment from observations and assessments, ("limited skills with summarizing, decision-making and evaluation"). The alignment with state standards is demonstrated by referencing the numbers of the Academic Expectations and Core Content for the State.

TWS Excerpt 2
Vignette Addressing Learning Goals Challenge:
Goals lack challenge, significance, or variety.

Background Information
- 7th grade Spanish
- Unit on Spanish vocabulary
- This unit is designed for a Spanish Exploration class.

Learning Goals
As an Exploratory World Language class, the students are only expected to learn a little of the vocabulary and culture of the language. This particular unit was developed to instruct the students on the vocabulary for months of the year, classroom objects, colors, and body parts.
Learning Goal 1: The student will be able to correctly speak and write the date in Spanish.
Learning Goal 2: The student will be able to correctly point out and recall names of classroom objects in Spanish.
Learning Goal 3: The student will be able to correctly identify colors in Spanish.
Learning Goal 4: The student will be able to correctly match body parts in Spanish.

Learning Goal 1 was developed because students had already learned to pronounce and write numbers in Spanish. Learning the months of the year followed naturally and, in this way,

students can give the teacher the date when asked in Spanish, whether oral or written. Also, the months of the year are very similar in Spanish and English so they are a good example of cognates. Learning Goal 2 was developed so that students can talk about the objects in their classroom. Learning Goal 3 was developed so students can talk about the colors of objects. Learning Goal 4 was developed so that students can talk about themselves.

Commentary

In this example, all goals reflect the same low level of learning. There are no obvious connections to national, state, or local standards. There is limited connection between the goals; they do not form a cohesive unit.

Mentoring Goal

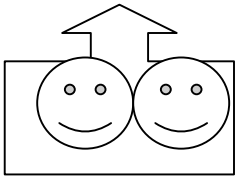
The mentor will try to help the TC consider how goals could be made more significant, challenging, and varied.

Mentoring Dialogue		**Commentary**
Teacher Candidate says:	Here are my goals. What do you think?	
Mentor says:	I see that you have 4 clearly stated goals. Tell me a little bit about what influenced your choice of goals.	Paraphrase and probe Inquiring/probing
Teacher Candidate says:	My master teacher gave me a list of the vocabulary that needs to be covered during this month.	
Mentor says:	So where do you think this list came from?	Mentor is trying to find out what the TC knows about standards.
Teacher Candidate says:	I'm not really sure but I know we talked about State foreign language content standards in my methods class.	
Mentor says:	Oh, so you're familiar with the standards. Tell me more about what you know about them.	Acknowledgment of the TCs knowledge of standards. Probing to find out more.
Teacher Candidate says:	It does mention teaching vocabulary.	
Mentor says:	So the standards include vocabulary. What do they say about having students use the vocabulary in real situations?	Paraphrasing. Probing to encourage the TC to consider the application of the vocabulary.
Teacher Candidate says:	It does say that students should use the vocabulary in real situations.	
Mentor says:	How do your goals address this standard?	Directs the TC to compare what he has written with the standard.
Teacher Candidate says:	(Long pause) I'm not sure.	

Mentor says:	Okay, well, let's look at goal #2 for example. In your rationale you said that you wanted students to be able to talk about the objects in their classroom. Looking at this goal, how does that relate to the standard you just mentioned?	Directs attention to a specific goal and the rationale (the student has hinted at use of language by writing "talk about objects.") Then mentor asks the TC to compare them again.
Teacher Candidate says:	Well I guess they could create a picture book or story using the names of classroom objects.	
Mentor says:	Well, that would give them real life use of the language. Now how could you rewrite your goal to reflect this higher-level use of language?	Paraphrases the TC's idea and points out the connection with the standard. Asks the TC to rewrite the goal.
Teacher Candidate says:	I could say, "The student will be able to correctly use the names of classroom objects in a picture book or story."	
Mentor says:	That sounds like using the language! Let's look at the scoring guide to see how this goal now fits the criteria.	Mentor gives enthusiastic acknowledgment. Then directs the TCs attention to the rubric to encourage self-assessment.
Teacher Candidate says:	I see it says "significance, challenge, and variety." The four goals that I had before were all the same and not particularly challenging.	
Mentor says:	So, you've added more challenge and variety. Now that you've had this insight regarding Goal #2, take a look at you other goals and tell me if there are any changes that you want to make.	Mentor acknowledges and paraphrases. Directs the TC to reconsider the other goals with a positive presupposition that he is capable of revising them.
Teacher Candidate says:	Well, for goal #1, I'm going to have them say the date at the beginning of each day. So I'll rewrite that goal. I think I can incorporate goals #3 and 4 into the picture book or story because they can just add colors and body parts to their writing.	
Mentor says:	Yes! So why don't you rewrite those goals and e-mail them to me tomorrow. It looks like you have planned an exciting unit for your students.	Mentor acknowledges the ideas and asks for a product and a time.
Teacher Candidate says:	Thanks!	

Assessment Plan

Contextual Factors	*Learning Goals*	Assessment Plan	*Design for Instruction*	Instructional Decision Making	*Analysis of Student Learning*	Reflection and Self-Evaluation



Assessment Plan

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

TWS Excerpt 3
Proficient Example of Assessment Plan

Background Information

- 2nd/3rd grade Science Unit on Frogs
- Learning Goals are related to State Science Standards for second grade and third grade.
- Learning Goal 1 - Students will identify and describe the life cycle and characteristics of the frog.
- Learning Goal 2 - Students will explain the habitat of the frog and how the frog contributes to the environment.
- 2nd grade State Science Standard: "Students know the sequential stages of the life cycles are different for different animals, such as butterflies, frogs, and mice."
- 3rd grade State Science Standard: "Students know plants and animals have structures that serve different functions in growth, survival, and reproduction."
- Contextual Factors: 20 students in class; 11 are Southeast Asian and 9 are Hispanic; only 2 students have parents who speak English; reading levels range from pre-kindergarten to 3rd grade.

Assessment Plan

The assessment plan includes a pre-test, formative assessments throughout the lessons, and a post-test. The pre- and post-tests parallel each other with the goal of showing student growth. Both assessments were designed to give each student the opportunity to write or draw pictures to answer the questions. This was done to give English Language Learners and those students at different reading and writing levels a choice in how to respond to the questions. In both the pre- and post-test, the whole class took the same test. Different questions referred to different topics.

Question 1 asked the students to number in order the life cycle of a frog and then to write the "big idea" of what is happening at each stage. Question 2 asked the students to write or draw what a frog looks like and what frogs do. Both of these questions directly relate to Learning Goal 1(see above). Question 3 of the pre- and post-test asked the students to draw and describe where frogs live and why they live there. Question 4 asked the students to explain how the frogs help our environment. Questions 3 and 4 directly relate to Learning Goal 2 (see above). After the pre-

*and post-test are completed, they will be scored using a rubric. The total number of points possible for each assessment is 25. [*Rubric is included in the TWS, but not included here.*]*

During the administration of the pre-test, I read each question one by one and gave additional explanation of what was being asked so that all students had a fair chance of answering the questions. I used this strategy because all students in the classroom are English Language Learners and many cannot read the questions.

After administering the pre-test, I found that all of the students needed additional instruction in order to be able to reach the learning goals. Of the four questions asked, most of the students did well on question 1. This question tied to the first half of Learning Goal 1, which is "students will identify and describe the life cycle of a frog." Many students knew the order of the stages, but did not know what was changing in each of the stages. My instruction will focus on how the frog changes, versus focusing on numbering the stages of the life cycle. Questions 2-4 of the pre-test showed that students had little to no knowledge of what a frog looks like, where the frog lives and why, and how the frog helps our environment. Out of a possible score of 25, scores ranged from a high score of 11 to a low score of 3. My instruction will need to incorporate all concepts of the learning goals due to the conclusions from the pre-test that students do not have sufficient knowledge about the learning goal concepts. Throughout my unit, I will use a variety of formative assessments to monitor students learning and to adapt my lessons according to the students' needs. The forms of formative assessment include: journal entries, observations, and personal communication and questions of the students throughout the lesson. Journals will be kept by each student in order for them to respond to what they have observed about frogs or as a reflection as to what they have learned throughout the unit. The journals will be written in every other day. I will read these daily to gain information on how well the students understand the concepts. Before, during, and after each lesson I will observe student learning throughout the lessons and make anecdotal records to help assist in monitoring instruction and learning. Students will also be assessed through conversations and questioning throughout the lesson.

LEARNING GOALS	*ASSESSMENTS*	*FORMAT OF ASSESSMENT*	*ADAPTATIONS*
Learning Goal 1 Students will identify and describe the life cycle and characteristics of the frog.	*Pre-Assessment* *Formative Assessments* *Post-Assessment*	*Paper & pencil (#1, #2)* *Performance-based, paper and pencil, personal communication, journal entries, observation* *Paper and pencil -Drawing pictures and telling what the pictures represent, along with verbal responses instead of handwritten responses.*	*BIA translator for Spanish speaking students*
Learning Goal 2 Students will explain the habitat of the frog and how the frog contributes to the environment	*Pre-Assessment* *Formative Assessments* *Post-Assessment*	*Paper & pencil (#3, #4)* *Performance-based, paper and pencil, personal communication, journal entries, observation* *Paper and pencil Drawing pictures and telling what the pictures represent, along with verbal responses instead of handwritten responses.*	*BIA translator for Spanish-speaking students.*

Commentary

In this example the TC states how each of the learning goals will be assessed (narrative and chart) and how the assessments align with the learning goals. Assessment criteria are included (rubric--not shown here) and are linked to the learning goals. Multiple forms of assessment are included through the pre- and post-test and the formative assessments. The questions appear to be valid assessments of students' knowledge related to the learning goals. The administration procedures are clearly stated. Both the design of the assessments and additional adaptations take into account the needs of the students, as described in the Contextual Factors section (narrative & chart).

TWS Excerpt 4
Vignette Addressing Assessment Plan Challenge:
Scoring methods or criteria are unclear

Background Information:

- Kindergarten Zoo Unit
- Learning goals related to science and social studies
- Four learning goals; example focuses on goals two and three

Learning Goals and Assessment Plan

Learning Goals

2. The students will be able to describe the native habitat of each animal.
a. Students will identify country, climate, vegetation, and shelter.
3. The students will be able to compare and contrast what different animals eat.

Assessment Plan

Pre-Assessment of Goals Two and Three

After I introduce the animals we will talk about over the next two weeks, we will have a discussion about different types of habitats (including animal homes) and their characteristics. I will then have the children draw a picture of the habitat in which they think each animal lives along with the type of food they think the animals eat. By viewing the drawings I will be able to gain knowledge of what the students know about animal habitats.

Post-Assessment of Goals Two and Three

The above activities will be repeated at the end of the unit as a post-assessment. Together, the class and I will compare the drawings to see what was learned about habitats and food consumption. We will discuss our findings and perhaps raise possible questions for further investigation. Children will also write stories with the prompt, "If I were to raise a _____." They must include what kind of habitat they would set up and what food would be needed to feed the animal.

Commentary

The TC is making an effort to design appropriate assessment for the developmental level of the students. However, no criteria for evaluating the students' responses are given. To evaluate whether the students have met the expectations, criteria for evaluation should be clearly described. Specifically, how will the TC determine whether the students understand the learning goals? A rubric is a way to quantify the qualitative responses, as well as compare the students' growth.

Mentoring Goal

The mentor will try to help the TC develop criteria for scoring student responses.

Mentoring Dialogue		**Commentary**
Teacher Candidate says…	I'm going to have the students draw a picture of the different habitats. I think that's a good way for them to show what they know.	
Mentor says…	I see that you've thought about the need to assess kindergarten students through methods that don't require reading and writing and you've thought about the match between your goals and your assessment. Tell me what you think the students will draw.	Mentor begins with acknowledging the process the TC went through to make the decision. The mentor probes to clarify the expectations of the TC and to have the TC predict student performance.
Teacher Candidate says…	I'm not sure what they'll draw for the pre-assessment. I don't think they will be able to identify the habitats of all the animals. For the post-assessment I think they'll draw sand for the camel and a forest for the bear.	
Mentor says…	It sounds like you have specific expectations for each of the animals. Tell me about how you plan to compare the responses between the pre- and post-assessments.	Mentor acknowledges TC response and uses positive presuppositions to clarify the expectations. The mentor guides TC to focus on assessment criteria.
Teacher Candidate says…	I'll be able to tell by just looking at the drawings.	
Mentor says…	If someone asks, how will you justify your evaluations of a student's growth?	Mentor guides TC to focus on assessment criteria.
Teacher Candidate says…	I'll point out what I see in the drawings that shows the student understands or does not understand the habitat in which each animal lives.	
Mentor says…	A good assessment plan includes just that type of description so that the criteria for evaluation is clear. How might you develop a scoring guide that will help you evaluate the drawings, as well as, justify your evaluations to anyone who asks?	Mentor acknowledges TC response and provides information to guide the TC. Notice that the mentor encourages TC to develop own scoring guide (self-direction).
Teacher Candidate says…	Oh, we talked about developing rubrics in my assessment class. I could develop descriptions of the habitats that reflect different levels of understanding! That would make it easier for me to compare and graph their growth too.	The TC makes the connection to prior learning.
Mentor says…	That sounds like a great idea! Why don't you draft a rubric and we can talk about it at our next meeting.	Notice the enthusiasm of the mentor. Mentor prompts the TC to complete the task and suggests an agenda for the next meeting.

Possible Other Questions:
… How will you know whether the students have met your expectations?
… Is there a way to quantify the quality of the students' responses?
… What type of rubric can you develop to quantify the students' responses and compare the pre- and post-assessments?

TWS Excerpt 5
Vignette Addressing Assessment Plan Challenge:
Adaptations do not specify the nature of individual student needs.

Background

- 3rd grade Geography
- X County
- Four students are struggling with reading
- Six ESL students in the class

Learning Goals and Assessment Plan
Learning goal 1: Students will list some of the important crops grown in our community.
Pre-assessment: Place an "x" on crops not grown in X County.
Adaptation: Read directions and identified pictures to them. Then modeled.

Commentary
Note that the TC has not really described an adaptation to the assessment procedure; she gave a description of the directions she provided to the whole class. Using oral directions and some method of picture identification or modeling expectations could be a form of adaptation if it also includes a description of which students would benefit from the adaptation. If reading the directions aloud is for those who can't read, that should be stated.

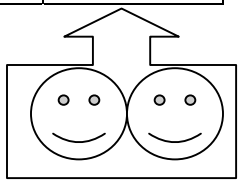
Mentoring Goal
The mentor sets a goal to try to move the TC toward clarifying the adaptations.

Mentoring Dialogue		**Commentary**
Teacher Candidate says…	My adaptation for assessing Learning Goal #1 was to read the directions out loud and to identify the pictures for them. I then modeled where I would draw an 'X'.	
Mentor says…	So, are you saying you modified the assessment procedure by reading the directions out loud to the whole class?	Mentor is paraphrasing what was said.
Teacher Candidate says…	Yes, I read it out loud to the whole class.	
Mentor says…	Explain why you felt this adaptation	Probing and inquiring-

	would be helpful.	mentor was not judging
Teacher Candidate says…	I have 4 students who are having trouble reading and 6 ESL students who needed help identifying the pictures.	
Mentor says…	You mentioned those students in your contextual factors. You did well to keep them in mind as you were making adaptations for your assessment plan. It is important to focus adaptations on individual students. So are these the students you were referring to when you said "them" earlier?	Paraphrasing, and acknowledging the importance of keeping context in mind. Probing for clarification.
Teacher Candidate says…	Yes.	
Mentor says…	When I read your Assessment Plan I was unsure to whom you were referring to. It is important to specifically relate your adaptations for assessment back to your contextual factors. How could you more clearly specify which students would benefit from the adaptation in your Assessment Plan?	Mentor becomes more direct. Mentor provides a positive presupposition that the TC can figure this out.
Teacher Candidate says…	I could rewrite my adaptations to say "Read directions to the 4 students struggling with reading and identified the pictures for my 6 ESL students."	
Mentor says….	That is great! Go ahead and do that. Your written plan will now reflect what you actually did. Assessment adaptations become meaningful when they address specific needs of individual students.	Mentor acknowledges the TCs response with enthusiasm. The mentor gives direct information.

Reflection and Self-Evaluation

Contextual Factors	*Learning Goals*	Assessment Plan	*Design for Instruction*	Instructional Decision Making	*Analysis of Student Learning*	Reflection and Self-Evaluation



Reflection and Self-Evaluation Standard
The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

TWS Excerpt 6
Proficient Example of Reflection and Self-Evaluation

Background information

- High School Level III Special Education
- Unit on Telling Time

Reflection and Self-Evaluation

The learning goal where my students were most successful was learning goal #5. I think that part of this success is contributed to the lessons being based on items relevant to the students' lives. I did this on purpose during direct teaching, guided practice, and independent practice so that it made sense to the students and so that they would see the purpose of it. Another possible reason for the success is that I broke it down when I saw that the students were struggling and tried to teach it in a different way. I described what I did in the instructional decision-making section of this work sample. I have several changes that I would make the next time to try to promote even more success for this section. Some reasons for the students' success were the pictures on the worksheets as well as using a higher order thinking activity. Requiring students to draw their own picture was making them think on a higher level and challenged them. These students do not get this often, but they are capable of thinking on higher cognitive levels.

Learning Goal #1 is the goal that was the least successful. Only three students were at mastery at the end of the unit. I feel that it is my fault for not getting them to mastery level in five weeks. I feel that they may not have reached mastery level because some of them will probably never read a face clock. In the future I would divide the students into two groups and have the higher functioning group work on accuracy while the lower functioning students work on proficiency. This would make a big difference in student performance because the instruction could be more individualized. Another possible solution would be to have the learning goal for the face clock (LG #2 and #3) for the higher functioning students and just have LG #1 plus writing from a digital clock to paper for students at a lower functioning level. This would not only meet their individual needs, but would also be functional for the students according to their needs. This could

be determined through examining the pre-assessment and conducting an ecological inventory. The instruction can be designed to meet the needs of the two separate groups through the use of different learning goals, activities, and assessments.

Two professional development goals that came about from doing the Teacher Work Sample (TWS) are that I would like more schooling on how to create functional curriculum that is matched to the students' needs and on how to individualize instruction. I really struggled with keeping it functional for these students and keeping it on their level. I did not want to frustrate my lower-end students, but I often did. There are a couple ways for me to meet these challenges. One would be to take graduate classes pertaining to these topics. I can also watch for conferences that might cover these topics when I am in a school district teaching. Most importantly, I think I can find a mentor when I get into a school and talk to the mentor about these topics. These strategies would work for both areas. Another strategy would be to pick a student and determine how I would individualize the lesson for that student. This would likely meet the needs of some of the other students in the classroom.

Commentary

Notice that the TC has provided multiple reasons for students meeting or not meeting learning goals. The TC has also provided several ideas for redesigning instruction and learning goals and explains why these modifications would likely improve student learning. Finally, the TC presented several goals for professional development and specific steps to meet these goals.

TWS Excerpt 7
Vignette Addressing Reflection & Self-Evaluation Challenge:
Professional Growth Goals Are Vague

Background information:

- Grade 9
- High School Algebra I, College prep section
- Systems of linear equations and linear inequalities
- Contextual information: no disabilities or special needs except one colorblind student; some behavior problems; most students are visual learners; 14 females and 8 males.
- Instructional decision-making issues: 1) The TC used an alternative suggestion for solving linear equations during a lesson after witnessing student difficulties; and 2) After discovering that students had no knowledge of graphing on calculators, the TC stopped the planned lesson to teach how to use a graphing calculator.

Reflection and Self-Evaluation

Two professional development goals that I have set for myself through the Teacher Work Sample are time management and presentation of lessons. Prior to teaching the unit, I could have prepared more to organize the lessons in such a way that the students would not have been forced to learn the material in such a quick manner. In future events, I will monitor my progress over a longer period of time to ensure I do not have to cover

material in such a way that prevents the students from actually acquiring the knowledge. Time management and presentation of lessons work hand-in-hand during this unit because the material had to be covered at such a pace that some lessons were not given the due consideration they should have. The last section on linear inequalities was cut extremely short because of time constraints. In the future, I will be more cautious of students' needs and work to ensure those needs are met. This particular unit could have been placed at a different time during the semester, but because of restrictions placed by my cooperating teacher, it was placed prior to spring break.

Commentary

Notice that the TC has not clearly defined her professional learning goals. "Time management" is vague. Did he/she mean personal time management or time management as in pacing lessons? Did he/she mean curriculum planning rather than time management? The second professional development goal of lesson presentation is also unclear. The TC does not present any evidence to support or clarify the need for growth in presentation of lessons.

Mentoring Goal

Although there are several weaknesses in this scenario, the mentor has decided to focus this conversation on only one of the weakness: implications for professional development. This conversation occurs when the TC brings a draft of the reflection section to the mentor.

Mentoring Dialogue		**Commentary**
Teacher Candidate says…	Professional goals? Uh, well, I guess I could use some help with time management and presentation of lessons? That's what my co-op said.	
Mentor says…	You mentioned time management. Could you tell me more about what you are thinking when you say time management?	The mentor paraphrases the one aspect she wants to focus on and then probes for clarification.
Teacher Candidate says…	Well, I was forced by my co-operating teacher to teach this unit before spring break and that did not give me time to teach it like I should have. The students did not reach mastery of some of the goals. There was just not enough time.	
Mentor says…	So, you felt rushed. When you say time management, you are not suggesting your presentation for one class period, but rather the time or number of class periods needed to teach a unit?	The mentor paraphrases and seeks clarification.
Teacher Candidate says…	Yeah, I think I did okay during the class periods. The lessons went pretty well. The students asked a lot of questions. That showed that they were interested in knowing how to solve the problems. And they did do their homework. That's what most of their questions were about.	
Mentor says…	Tell me again how many days you allotted for this unit.	The mentor seeks further clarification.
Teacher	I had five days for the unit. I spent one day to teach	

Candidate says…	solving systems of equations by graphing, one for solving by substitution, one for solving with the addition method, one for solving with multiplication, and one for graphing using graphing calculators.	
Mentor says…	You originally felt that one class period was sufficient for students to understand each of these processes. What led you to believe this?	The mentor uses a paraphrase and probes for clarification.
Teacher Candidate says…	I guess I hadn't thought much about the length of time needed as much as being told I had to complete the unit before spring break. That only gave me 5 days total. I thought learning goal 1 was the most important so four of the five lessons dealt with that. Two lessons dealt with goal 2 and only 1 for goal 3 because I didn't have time for any more than that. The students already knew how to solve linear equations so the only thing new was using 2 equations in 2 variables. I thought they would be able to pick-up on the concepts more easily. I guess I could have prepared more to organize the lessons so that the students would have learned more.	Notice that the TC is still focused on external reasons rather than on things over which he/she had control.
Mentor says…	Your hunch now is that five class periods was not enough to meet the goals you chose. I am sensing that you are talking about appropriate curriculum planning – knowing what and how much is appropriate for a given group of students. Perhaps the three learning goals you selected were too much for a five-day unit. What do you think you could do to learn more about planning lessons and units based on the needs of your students?	The mentor paraphrases with a reflective stem, *your hunch now is*. The mentor becomes more directive, provides some information, and directs the TC to focus on his/her responsibility for the unit.
Teacher Candidate says…	But, it wasn't my fault. My co-op only gave me five days to complete the unit.	
Mentor says…	That may be so, but let's look at the future. Remember that in this section you are to focus on personal professional learning goals to learn more about those things that you have discovered you do not know as much about as you possibly should. You mentioned that time management and presentation of lessons were areas in which you needed to improve. As you reflect on the teaching of this unit, what did you really mean by time management and presentation of lessons?	The mentor continues to be directive in refocusing the TC on his/her responsibility for professional development. The mentor seeks further clarification using an invitational stem, *as you reflect*.
Teacher Candidate says…	Well, I think you are right that what I meant by time management was allowing enough time for students to learn the material. Five days is not enough. I really don't know what I meant by presentation of lessons. I think my presentation style was okay and so did my co-op.	
Mentor says…	Okay, we have narrowed the problem to curriculum planning; so let's look at that more closely. You plan	The mentor is helping the TC become more self-directed by

	to teach; so you will have to make these types of decisions on your own at some point. You will be planning for daily lessons, units, semester, and even the year. What do you think you could do to help you plan for these different time frames, meet the needs of your students, and cover the material that is required by the school district?	pointing out the kinds of decisions they will need to make and asking for his ideas.
Teacher Candidate says…	I dunno. I never had a class that talked about planning like that. (Long pause) I guess I could ask a veteran teacher what he does.	
Mentor says…	Veteran teachers are often willing to assist beginning teachers. As a matter-of-fact many districts have mentoring programs for beginning teachers. These teachers are often assigned, are often in the same curriculum area, and in the same school. What do you think your responsibility might be in this type of situation?	The mentor is providing information and asks the TC to define his/her role in the mentoring process.
Teacher Candidate says…	Well, I guess I would have to let my mentor know when I need help and what help I need. I guess I would have to be the one to ask questions if I am not sure of things.	
Mentor says…	Yes, it will be up to you to seek assistance when you need it. How else might you gain knowledge about curriculum planning?	The mentor affirms the TC comments and asks an open-ended question to elicit other avenues for professional development. Notice the word choice of *might* to express tentativeness.
Teacher Candidate says…	I guess I will learn over time and with experience.	
Mentor says…	That is also true. Earlier you said that you did not want your students to be frustrated and you wanted to be sure to meet their needs. What could you do immediately to learn more about developmentally appropriate expectations for your students and time management of course material?	The mentor redirects the TC back to student learning and their responsibility for it.
Teacher Candidate says…	I don't know.	
Mentor says…	There are several ways to seek professional development. Colleges and universities offer courses for graduate credit. Many teachers seek out workshops or conferences that provide training and information in areas of their weakness. Many school districts offer workshops and even pay for teachers to attend conferences. And as you mentioned, mentors can be a big help. These are specific steps people take to meet professional development goals. What ideas do you have about steps you could take?	The mentor has taken a very directive approach at this time. The TC was not able to define his/her own needs so the mentor has offered possible solutions. The mentor asks the TC to make a commitment for professional development in an invitational way.
Teacher	I think the mentor would be the easiest and would also	

Candidate says…	give me the most immediate help. I don't know if I really want to take a course right now; I'm kinda burned out with classes. I like the idea of workshops and conferences. I would definitely consider doing that.	
Mentor says…	We have talked about many things. Now, tell me what your professional learning goal is and specific steps you would take to meet that goal.	The mentor asks the TC to summarize the discussion rather than doing so himself/herself and redirects the TC back to the task and directions.
Teacher Candidate says…	I guess my professional learning goal really is knowing how to plan material for my students that is appropriate for them and yet be able to cover all the material that I am suppose to. Planning for semester and yearly plans is not something I learned much about in my classes and I am not sure how to manage the time. The best way for me to learn this will be by working with a veteran teacher and asking questions when I need help. I can also attend district workshops and conferences when they are offered.	
Mentor says…	It seems that you have a better understanding of what was meant by professional learning goals and your responsibility to meet those goals. I wish you the best in your professional career.	

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APPENDIX A

TWS PROMPT & RUBRICS

APPENDIX B

TWS ROAD MAP

APPENDIX C

Examples of Mentoring Questions

Examples of Mentoring Questions

Use plurals to signify multiple concepts.

- *What are your learning* goals*?*
- *What* expectations *do you have for the students?*
- *What* behaviors *would you expect to see?*

Use words such as *might*, *may*, and *hunches* to indicate that choices are tentative. Ultimately, the teacher candidate must make the final decision.

- *What conclusions* might *you draw from the pre-assessment data?*

Use invitational stems to assist teacher candidate to inquire and reflect.

- *As you think about the pre-assessment data . . .*
- *As you consider contextual background information . . .*
- *As you reflect on your teaching strategies . . .*
- *Given what you know about the contextual background information . . .*

Cognitive Operation Questions

Metacognition:	Why do you think that is so?
	What were you thinking when . . .
Alternatives:	How else might you . . . .
Behavior:	How will you collect such data?
	So what will you do to make this happen?
Prediction:	If you were to . . . . what do you predict would happen?
Data Use:	What inferences might you draw from this data?
Evidence:	How will you know . . .
	What criteria will you use to . . . .
	How will you know if your students are learning?

Planning: Activating and Engaging Questions (Lipton & Wellman, 2001, pgs. 50-51)

What are some of your current questions regarding this aspect of your teaching?

Where in the flow of the unit does this particular lesson fit?

What are some of your concerns about this (lesson, presentation, event)?

As you think of this event, what are some of the surrounding dynamics that are influencing you?

What are some of your perceptions about what is going on with _____?

As we start to think about _____, what are some of the perspectives that will help us see a fuller view?

Planning: Engaging and Discovering Questions

As you think about your (lesson, presentation), what are some of the goals you have in mind?

Imagine you are viewing this event through a video camera and it is absolutely successful–what are you seeing that indicates that this is so?

What do you anticipate you will see or hear as your outcomes are being achieved?

Given this opportunity to think through your plan, what are some specific actions you will take to ensure success?

How will you monitor for goal achievement during this (lesson, presentation)?

What are some variables that might influence your actions and outcomes?

Planning: Organizing and Integrating Questions

What do you want to be most aware of as you begin this (lesson, presentation)?

Based on your previous experiences, what advice would you give to someone about to do something very similar?

How does this experience connect with previous and future events?

In what ways does this experience fit within your larger picture for yourself this year?

If you were going to give this plan a title, what might it be?

What are some experiments you might design to support your own learning?

Reflection: Activating and Engaging Questions (Lipton & Wellman, 2001, pgs. 50-51)

As you reflect on this experience, where does it fit in the big picture?

Given your impressions of this event, what might we talk about that would be most useful to you?

As you think about _____, what captures your attention?

What are some of the things you're noticing about your own reactions to this event?

Reflecting: Exploring and Discovering Questions

As you reflect on your (lesson, presentation, meeting), what are some of the things that come to mind?

On a scale of 1 to 10, how would you rate this experience?

On a scale of 1 to 10, how do you think your students would rate this experience?

Describe some of the differences between what you planned and what occurred.

What are some of your hunches about the reasons for this?

What are some comparisons you would make between these (students, groups, lessons)?

What are some inferences you are making about that?

What are some possible relationships between these?

What sequence of events might have led to that?

What are some of the variables that might have affected the outcomes?

Reflecting: Organizing and Integrating Questions

What are some new connections you are making?

Based on this experience, what advice would you give to someone about to do something very similar?

Given this experience, what are some new goals you are setting?

What are some things you are taking away from this experience that will influence your future practice?

What are some of the things that you are learning about, yourself, your students, this curriculum, this unit, this aspect of teaching?

Imagine you could write a message to yourself and put it in a box that you would open next year–what might it say?

APPENDIX D

Manual For Teacher Candidates: Tips for Preparing The Teacher Work Sample