The Bethany College Teacher Work Sample is a formative assessment that student teachers complete during their clinical practice experience, and fulfills a teacher work sample requirement for licensure by the state. The Teacher Work Sample (TWS) components and assessments correlate with the Bethany Education Department’s Conceptual Framework, and Bethany’s Student Teaching Evaluation competencies. The TWS also aligns with the:

- Kansas State Department of Education (KSDE) Standards, 2016
- Interstate Teacher Assessment and Support Consortium (InTASC) standards
- Council of Chief State School Officers (CCSSO, 2011)
- Key components of the Kansas Educator Evaluation Protocol (KEEP), 2014, and
- Council for the Accreditation of Educator Preparation (CAEP) standards

The Bethany College Teacher Work Sample was researched and developed in the Fall of 2017, and piloted in the spring of 2018, as a replacement for the Kansas Performance Teaching Portfolio (KPTP). The Bethany TWS for the 2018-2019 year was revised to include feedback from student teachers, teacher education supervisors, and cooperating teachers and principals. Bethany’s TWS provides a user-friendly, flexible design based on narrative prompts. It is submitted in sections or eight tasks during the clinical practice teaching semester (weeks 3-13).

The purpose of the TWS is to guide and give feedback to candidates, in the process of becoming teachers, by encouraging habits of reflection, and the ability to assess and analyze instructional data. The TWS is a formative learning tool that is relevant to all teaching majors including performance content majors. The TWS is intended to enhance candidates’ ability to demonstrate proficiency in “the knowledge base, and teaching skills, as well as professional attitudes and values necessary to become exceptional, reflective teachers in a diverse culture.”

The TWS is an opportunity for teaching candidates to demonstrate their knowledge of content, learners and learning, teaching strategies, assessments, and professional attitudes and values through instructional planning, reflection, and decision making. Each candidate completes his/her own TWS, yet collaborates with experienced colleagues and educators regarding best practices, and interpretation of data. A valuable way to gain insight is to reflect on feedback from cooperating teachers, administrators, and college supervisors. The TWS process allows student teachers to provide multiple evidences of teaching and learning, and demonstrate self-improvement and professional growth.

The Sheltered Instructional Observation Protocol (SIOP) lesson model has been adopted by the Education Department, and is required for each TWS lesson plan. The SIOP format is designed to make cognitively challenging lessons comprehensible to all students, especially diverse learners and ELLs, while integrating literacy skills with content objectives. The SIOP model emphasizes processes that connect new learning to students’ prior knowledge and experiences, and contains the major components required of a quality instructional work sample.

Scoring of the TWS Tasks: There are two college and/or content instructors assigned and trained to score each candidate’s TWS tasks using rubrics accessed on Foliotek electronic assessment system, which ensures inter-rater reliability. Any task score that has a discrepancy between raters of 7 points or higher will be discarded and replaced by a third evaluator’s score. A final passing score is 70% (110 points), which is recorded on the Summary Score form on Foliotek for each task and competency. There may be a 20% grade reduction if the TWS task is late, and if an evaluator requests that a task be rewritten because it does not meet expectations. Candidates who do not achieve a final TWS passing score of 110 points or higher will be required to attend extra sessions with an education instructor to revise specific tasks, and the revised tasks will be rescored by a third rater for the final score.
BETHANY COLLEGE TEACHER WORK SAMPLE: OVERVIEW OF TASKS 1 – 8

**TASK 1. LEARNING ENVIRONMENT AND KNOWLEDGE OF LEARNERS**
The teaching candidate provides contextual information about the community, district, school, and describes features of the classroom, relevance of the learning environment, and instructional implications. The candidate discusses processes to ensure a safe learning environment (e.g., social, emotional, and physical), and content-specific safety procedures. The candidate describes specific examples of diverse student characteristics (i.e., backgrounds, interests or abilities, and exceptionalities including ELLs). The candidate expands on the instructional implications of independent, collaborative, and development learning including cognitive, social-emotional, physical and behavioral areas, and other relevant factors. In the personal reflection, the candidate addresses using verbal and non-verbal signals, and references the Student Teaching Evaluation, and the Possible Evidence & Performance Considerations. Responses to feedback from the cooperating teacher and/or college supervisor may be provided.

Alignment to KSDE/InTASC: 1, 2, 3 CAEP: 1.1, 1.2 KEEP: 1.1, 1.2, 1.3, 4.1 Bethany Evaluation: KB5, TSA5, TSA6

**TASK 2. LEARNING OBJECTIVES AND STANDARDS**
The teaching candidate identifies content standard(s) for the specific curriculum, and describes a minimum of two developmentally appropriate, relevant, and measureable objectives for teaching a unit (four sequential lessons) to a focus class. The candidate describes the alignment of the objectives to content standard(s), and addresses how learners might be challenged and engaged in higher level thinking (e.g., Bloom’s taxonomy or others). The candidate reflects on potential modifications to meet the needs of diverse learners. The candidate applies inquiry approaches by designing essential questions related to the lesson objectives that prompt learners to connect to their experiences. In the personal reflection, the candidate addresses professional interactions and communications, and references the Student Teaching Evaluation, and the Possible Evidence & Performance Considerations. Responses to feedback from the cooperating teacher and/or college supervisor may be provided.

Alignment to KSDE/InTASC: 1, 2, 4, 9 CAEP: 1.1, 1.2, 1.4, 3.4 KEEP: 1.1, 3.1, 3.2, 4.1 Bethany Evaluation: TSA2, TSA4, PAV6

**TASK 3. INSTRUCTIONAL UNIT DESIGN**
The teacher candidate designs the instructional unit for the selected content standard(s) and two learning objectives, and describes a plan to use varied learning strategies and activities that support critical or creative thinking, problem solving and skill development. The candidate addresses the integration of technology or media, and resources, as appropriate to the learning context, and literacy or other supporting content or topic integration. The candidate describes both formal and informal assessments, as appropriate, to measure the learning objectives. In the personal reflection, the candidate addresses strategies to accurately teach vocabulary and concepts or skills. The candidate references the Student Teaching Evaluation, and the Possible Evidence & Performance Considerations. Responses to feedback from the cooperating teacher and/or college supervisor may be provided.

Alignment to KSDE/InTASC: 1 – 9 CAEP: 1.1, 1.2, 1.4, 3.4 KEEP: 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1 Bethany Evaluation: KB1, KB2, KB3, , TSA1, TSA2, TSA3

**TASK 4. ASSESSMENT**
The candidate designs assessments that align with the learning objectives, and plans questions and assessments that measure student learning before, during and after instruction. The candidate addresses how assessments give evidence of student learning through multiple approaches (e.g., performance based tasks, pre- and post tests, informal and formal). The candidate describes developmentally appropriate measurement tools or criteria (e.g., rubrics, checklists, scoring keys). The candidate plans the pre and post assessment (summative) to measure the objectives, and stated levels of proficiency, and submits a copy of the pre-assessment with scoring criteria. In the personal reflection, the candidate discusses providing opportunities for students to self-assess, and strategies for helping learners self-regulate and self-motivate by giving specific feedback. The candidate references the Student Teaching Evaluation, and the Possible Evidence & Performance Considerations. Responses to feedback from the cooperating teacher and/or college supervisor may be provided.

Alignment to KSDE/InTASC: 1 - 9 CAEP: 1.1, 1.2, 1.4, 3.4 KEEP: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1 Bethany Evaluation: KB6, PSA1, PSA2, PSA3
**TASK 5. INSTRUCTIONAL DECISION MAKING**
The teaching candidate analyzes two specific examples of instructional decisions, based on students’ learning, or responses to learning, that necessitated modifications. The candidate provides a justification for implementing the modifications, and addresses the impact this had on student learning. The situations may focus on knowledge, teaching strategies and applications, and professional decisions. The candidate submits two selected lesson plans from the unit, which include detailed descriptions of: measurable learning objectives, higher order thinking skills, varied activities or strategies, use of resources and technology, literacy and content integration, evidence of connecting to students’ background knowledge, and a combination of formal and informal or other assessments. In the personal reflection, the candidate addresses and responds to recent feedback from the cooperating teacher or college supervisors. This may include reflecting on the Mid-Term Evaluation, the candidate’s Mid-Term self-assessment, and/or selected student teaching competencies and the Possible Evidence and Performance Considerations.

Alignment to KSDE/InTASC: 1 – 9  CAEP: 1.1, 1.2, 1.4, 3.4  KEEP: 1.1, 2.1, 3.1, 3.2, 4.1  Bethany Evaluation: KB1-KB5

**TASK 6. ANALYSIS OF STUDENT LEARNING**
The teaching candidate analyzes assessment data to determine the specific impact on learners’ achievement. The candidate provides a visual representation(s) that represents student learning as an entire class, sub-groups, and shows evidence of individual students’ progress. Various student work samples and/or copies of assessments are provided. An accompanying narrative communicates information about student progress and performance regarding the unit’s two learning objectives, and examines the effectiveness of instruction and areas for further improvement. In the personal reflection, the candidate addresses and responds to recent feedback from the cooperating teacher or college supervisors. This may include reflecting on the Mid-Term Evaluation, the candidate’s Mid-Term self-assessment, and/or selected student teaching competencies and the Possible Evidence and Performance Considerations.

Alignment to KSDE/InTASC: 1 – 9  CAEP: 1.1, 1.2, 1.4, 3.4  KEEP: 1.1, 2.1, 3.1, 3.2, 4.1  Bethany Evaluation: TSA3, PAV2

**TASK 7. PROFESSIONAL REFLECTION AND SELF-EVALUATION**
The teaching candidate reflects on his or her performance as a student teacher and his/her impact on student learning. The candidate considers the “whole” learner and diverse characteristics of learners, elaborating on specific student examples. The candidate reflects on classroom management experiences and responses to students in the learning environment. The candidate elaborates on professional development and collaborative opportunities, and reflects on experiences, interactions, and communications with parents, colleagues, and others. The candidate identifies two professional learning goals and steps to improve their performance on specific competencies. Finally, the candidate shares what has been the most helpful feedback in student teaching, and offers advice to future student teachers.

Alignment to KSDE/InTASC: 9, 10  CAEP: 1.1, 1.2, 3.4  KEEP: 4.1, 4.2  Bethany Evaluation: KB6, TSA5, TSA6, PAV1, PAV3, PAV5

**TASK 8. SUPPLEMENTAL LESSONS AND SUMMARIES**
The teaching candidate designs and completes four additional lesson plans (outside of the instructional unit between weeks 10-13) that may be stand alone or sequenced together. Each lesson plan includes developmentally appropriate, measureable, and relevant objectives aligned to a KSDE content standard, a variety of activities, use of supporting resources and technology or media, connections to students’ prior knowledge or experiences, and formal/informal or other assessments. The candidate demonstrates the use of literacy strategies, disciplinary content and cross-subject integration, and appropriate technology in lessons. A reflection accompanies each lesson about the student response to the lesson, making connections to the students, student motivation, and highlights of each lesson such as using new resources, real-world applications, and specific strategies or projects.

Alignment to KSDE/InTASC: 1 – 9  CAEP: 1.1, 1.2, 1.4, 3.4  KEEP: 2.1, 2.2, 3.1, 3.2, 3.3, 4.1  Bethany Evaluation: Multiple competencies

*The complete packet of TWS Tasks 1-8 requirements and scoring rubrics, are available in Bethany’s Education Department.*
# 2016 KSDE Professional Education Standards

Based on InTASC Model Core Teaching Standards Council of Chief State School Officers, April 2011

<table>
<thead>
<tr>
<th>KSDE Professional Education Standards</th>
<th>Bethany Teacher Work Sample</th>
<th>Bethany Student Teaching Evaluation Competencies</th>
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| **Standard 1. Learner Development.** The teacher 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, relevant, and rigorous learning experiences. | **TASK 1:** Learning Environment and Knowledge of Learners | KB5
| | | TSA5
| | | TSA6 |
| **Standard 2. Learning Differences.** The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. | **TASK 6:** Analysis of Student Learning | TSA3
| | | PAV2 |
| **Standard 3. Learning Environment.** The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self motivation. | **TASK 2:** Learning Objectives and Standards | TSA2
| | | TSA4
| | | PAV6 |
| **Standard 4. Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of content. | **TASK 3:** Instructional Unit Design | KB1
| | | KB2
| | | KB3
| | | TSA1
| | | TSA2
| | | TSA3 |
| **Standard 5. Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons and utilize concept based teaching and authentic learning experiences to engage student in effective communication and collaboration, and in critical and creative thinking. | **TASK 4:** Assessment | TSA2
| | | TSA3
| | | TSA4
| | | KB6 |
| **Standard 6. Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. | **TASK 5:** Instructional Decision Making | KB1-KB5
| | | TSA1
| | | TSA6
| | | PAV4 |
| **Standard 7. Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | **TASK 7:** Reflection and Self-Evaluation | KB6
| | | TSA5
| | | TSA6
| | | PAV1
| | | PAV3
| | | PAV5 |
| **Standard 8. Instructional Strategies.** The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. | **TASK 8:** Supplemental Lesson Plans and Summaries | TASK 8 – multiple competencies used. |
| **Standard 9. Professional Learning and Ethical Practice.** The teacher 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 need of each learner. | | |
| **Standard 10. Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, support staff and community members to ensure learner growth and to advance the profession. | | |

**Bethany Teacher Work Sample**

**TASK 1:** Learning Environment and Knowledge of Learners

**TASK 6:** Analysis of Student Learning

**TASK 2:** Learning Objectives and Standards

**TASK 3:** Instructional Unit Design

**TASK 4:** Assessment

**TASK 5:** Instructional Decision Making

**TASK 7:** Reflection and Self-Evaluation

**TASK 8:** Supplemental Lesson Plans and Summaries

**Bethany Student Teaching Evaluation Competencies**

KB1
KB2
KB3
TSA1
TSA2
TSA3
TSA4
TSA5
TSA6
PAV1
PAV2
PAV3
PAV4
PAV5
CAEP Standards aligning to the TWS

**Standard 1: Content and Pedagogical Knowledge**
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and-career-readiness standards.

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

**Standard 3: Candidate Quality, Recruitment, and Selectivity**
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**KEEP Constructs**

**Construct 1: Learner and Learning**
To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.

Demonstration of the teacher’s proficiency in Learner and Learning is evidenced by:

1.1 Learner Development The teacher planned instruction based on the learning and developmental levels of all students. **Key indicators:** planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.

1.2 Learner Differences The teacher recognized and fostered individual differences to establish a positive classroom culture. **Key indicators:** getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.

1.3 Learning Environment The teacher established a classroom environment conducive to learning. **Key indicators:** collaborating with students, establishing a safe, respectful and academically challenging environment.

**Construct 2: Content Knowledge**
Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues. Demonstration of the teacher’s proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge The teacher demonstrated a thorough knowledge of content. **Key indicators:** encouraging use of multiple representations, explanations and a wide variety of experiences building student understanding.

2.2 Innovative Applications of Content Knowledge The teacher provided a variety of innovative applications of knowledge. **Key indicators:** using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.
Construct 3: Instructional Practice
Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher’s proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction The teacher used methods and techniques that are effective in meeting student needs. Key indicators: planning rigorous activities, using objectives that align with standards, meeting needs of students.

3.2 Assessment The teacher used varied assessments to measure learner progress. Key indicators: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.

3.3 Instructional Strategies The teacher delivered comprehensive instruction for students. Key indicators: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills

Construct 4: Professional Responsibility
Creating and supporting learning environments that result in students achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other’s practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher’s proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth The teacher engaged in reflection and continuous growth. Key indicators: engaging in ongoing, purposeful professional development, reflecting on practice and seeking professional development, analyzing and reflecting on student data to guide instruction.

4.2 Collaboration and Leadership The teacher participated in collaboration and leadership opportunities. Key indicators: collaborating with multiple stakeholders, communicating in a variety of ways, demonstrating leadership skills.

Summary of the Research Process in the Development of Bethany’s Teacher Work Sample

CONTENT VALIDITY: CROSS-COMPARISON ANALYSIS OF SURVEY DATA

Bethany College Education Department explored and developed an alternative Teacher Work Sample (TWS), and the research process was strengthened in credibility by the triangulation of ample sources (Yin, 2011), and rich with multiple perspectives of data that were collected, interpreted, and analyzed (Klehr, 2012). The research included three sources that are often recommended for qualitative research, and the data were triangulated using cross-comparison analysis (Fram, 2013) in surveys, member checking of data, and Lawshe’s Content Validity Method (1975) to establish quantitative evidence.

Bethany College’s Education Department Team (EDT), comprised of the Chair of the Education Department, the Coordinator of Secondary Education, and the Coordinator of Elementary Education, utilized cross-comparison analysis and triangulation of data (Yin, 2009; Yin, 2011) to demonstrate content validity. Multiple data were gathered to provide evidence and a rationale for transitioning to a more relevant teacher work sample that connected to Bethany College’s Education Conceptual Framework and assessment outcomes, as well as providing justification for discontinuing the use of the Kansas Performance Teaching Portfolio (KPTP).

The survey data were collected from the most current student teachers in the Fall of 2017, former student teachers from 2013 to the spring of 2017, cooperating teachers, principals, college supervisors from the Teacher Education Coordinators (TEC), and Bethany’s Education Advisory Council members. Exit Survey reports also provided perceptions of the last group of student teachers who had completed the KPTP in the Fall of 2017, and added to the qualitative and quantitative data, which were presented in graphs on the Education assessment system of Foliotek. This evidence corroborated the researchers’ inferences (Yin, 2011) and strengthened the overall data. Triangulation of data revealed common themes from the thick layers of multiple data (Yin, 2011) used to support this research.
The Chair of the Education Department, in the role of the main researcher, attended to the accuracy of data recording, and used correct operational measures (Yin, 2011) while self-reflecting during the research process to counteract prejudices or bias. Member checking was employed to seek EDT and TEC perspectives on data collection (Yin, 2011). The detailed researcher’s notes reflected an accurate record of observations to counteract any potential researcher’s bias (Yin, 2011). Dependability and confirmability of this study were shown through a record or audit trail of documented notes, communications records, reflexivity, and thick data, which supported the researcher’s decisions and interpretations leading up to the conclusions (Houghton et al., 2013).

This detailed communication record of Bethany’s TWS process spanned from early September of 2017 to late December of 2017. On December 14, 2017, KSDE consultants, Dr. Catherine Chmidling and Nikk Nelson, were invited to Bethany to meet with the Education Team, and Administrative Assistant and Licensure Officer. They reviewed and confirmed Bethany Education Department’s TWS proposal and research process, including the validity, reliability and required components of a teacher work sample, so it could be piloted in the Spring of 2018.

INTER-RATER RELIABILITY

Bethany’s new TWS demonstrates both content validity and reliability. According to the 2014 KSDE Helpful Resources Fact Sheet, inter-rater reliability requires two or more people to assess a performance, or in this case, the TWS, using the same scale and evaluation criteria with similar and consistent results. Bethany’s TWS requires a minimum of two individuals scoring each teaching candidate’s tasks. The pair of scorers are college supervisors and/or content professors appropriate to each student teacher’s placement. The KSDE consultants emphasized that there should be clearly defined criteria (rubrics) for consistency in scoring (N. Nelson, personal communication, October 16, 2017), so that the results will be explainable, and criteria known to the student teachers ahead of time. Two or more scorers should be trained to be familiar with the TWS and rubrics, and the scoring is done on-site to ensure reliability (J. Gonzalez- Bravo, personal communications, October 23, 2017). Pittsburg State demonstrates inter-rater reliability by having the raters involved on the formulation and revisions of scoring rubrics (J. Dockers, personal communications, December 12, 2017), similar to Bethany Education team’s process of developing and authoring the TWS rubric descriptions. In regard to the scoring processes, steps are in place to provide mentored and small group TWS training to TEC supervisors for consistency in scoring and reliability.

The new Bethany TWS includes descriptions, objectives, and timelines for each of eight sections or Tasks, with accompanying team-written scoring rubrics for each Task. The TWS has been incorporated within the Foliotek assessment system for ease with scoring and to ensure inter-rater reliability. The two assigned scorers receive the submitted student teacher’s task work, electronically, and complete the scoring on the provided rubrics. Feedback to the student teacher is given below the rubric, and automatically goes to the candidate in a timely manner. The TWS task scores can be easily graphed and reported for shared analysis and interpretation. Furthermore, the TWS data is added to the collection of a variety of education assessments on Foliotek that demonstrate professional growth and performance throughout the teaching candidates’ experience. The TWS aligns with KSDE Professional Education Standards/InTASC standards, Bethany Education Department’s Conceptual Framework, and the Bethany College Student Teacher Evaluation competencies, and is based on the constructs of KEEP and selected CAEP objectives.

CONCLUSION

Bethany’s TWS was developed in a thoughtful, thoroughly documented process, and regard for significant input from stakeholders. Bethany Education Department will continue to document, collect, and analyze data toward changes and revisions needed for improvements in the TWS and its Teacher Education Program. Bethany Education Team affirms it has followed KSDE consultants’ recommendations that “the basic guidelines for any candidate work sample should include evidence of tangible and demonstrated professional performance aligned to the professional education standards and to, ultimately, professional evaluation standards (KEEP)...the guidance from the PSB has to do with if an institution chooses to design and use their own work sample, that they should pay attention to reliability and validity” (N. Nelson, personal communications, November 29, 2017).

The TWS was piloted in Spring of 2018, and implemented in Fall of 2018 and Spring of 2019 with 17 student teachers. The overall results and professional growth of our teaching candidates have been significant and positive.
Reference


KEEP resources https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Educator-Evaluations/KEEP-Districts

Bethany’s current TWS Tasks 1-8 descriptions and scoring rubrics are available on another document.