

# PREPARING A TEACHER WORK SAMPLE

## A HANDBOOK FOR TEACHERS

(PILOT TEST VERSION)

*Prepared by  
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## PREPARING A TEACHER WORK SAMPLE

### Introduction

This is an era of accountability and improvement in Alabama public schools. The focus for all educators is greater learning and higher achievement for all students. This focus permeates school accountability and school improvement programs, educator evaluation programs, and professional development initiatives.

Within the Alabama Teacher Competencies, the standards that define effective teaching in Alabama teacher performance in nine Indicators can be evaluated in whole or in part through evaluator review of a sample of your work in the classroom. These nine Indicators are:

- 1.1 Selects/States Long-Range Goals and Short-Term Objectives
- 1.2 Identifies Various Instructional Strategies
- 1.3 Prepares Instructional Resources For Use
- 3.1 Monitors Student Performance
- 3.2 Measures Student Progress Systematically
- 3.3 Provides Feedback About Student Performance
- 3.4 Uses Assessment Results
- 3.5 (New) Provides Evidence of Student Growth/Learning
- 8.4 Promotes Cooperation With Parents/Guardians And Between School And Community

You have agreed to be a part of a pilot of the use of a Teacher Work Sample. You will provide your evaluator (date will be designated by the evaluator) the plans and results of several days (a unit) of instruction that you delivered to one class of students on one topic or body of content in one subject area.. This will be your Teacher Work Sample. After receiving and analyzing this sample, which you have submitted on forms that we have supplied, the evaluator will award a rating in each of the Indicators listed. We will then analyze the works samples and your experience with this process.

The Teacher Work Sample is a tool for helping teachers bring together in a meaningful, coherent way that fosters student learning. It represents the kind of planning, implementation and assessment that should be ongoing in the classroom, although you may not always develop materials of this magnitude.

Note: Teacher Work Samples are not to be something “extra”; i.e., something produced simply for evaluators. They are to be the plans for and results of instruction that you would have and should have carried out in your classroom anyway.

## Assistance In Developing Your Work Sample

In this Handbook are detailed directions and explanations for preparing your teacher work sample. In addition, the Handbook contains an Appendix consisting of seven forms that you can pull out and complete and submit.

### Definition Of A Teacher Work Sample

A teacher work sample is a 1 to 6 week body/unit of instruction in one subject area for one class. The work sample includes 1) description of the classroom context and students being taught, 2) plans for instruction and assessment that are aligned with the learning outcomes desired; 3) the actual instruction and 4) the collection, interpretation, and reflection upon evidence of student progress toward attainment of the desired learning outcomes.

In some ways, the preparation of a work sample resembles what you did in your preparation to become a teacher; i.e., prepare plans for units of work you might/would teach. However, you probably didn't have to include in your planning and instruction some of the contextual factors that you are asked to include now. Furthermore, you probably didn't have to conduct pre-and post-assessments, summarize, analyze, and reflect upon the results. These processes may be new to you.

### When And How To Develop Your Work Sample

You should begin thinking about the work sample soon. You will want to select content that you will teach well in advance of the time you will teach it. Following are the steps necessary to completing a work sample. More details and instructions for steps described in the list are provided in the next section of this handbook.

- Complete Step 1, *Teaching Context Description*. In this step, you should complete Form A: *Teaching Context Description* right away even though you may decide to develop the work sample around content you will teach after Christmas break. You can update this form as necessary when you teach the sample.

Completing this step of the work sample gives you detailed information that you can use in planning all instruction for the class selected. This is the kind of information that you can use in planning all instruction for the class selected. This is the kind of information that every teacher needs to collect at the beginning of the school year. Knowing contextual detail is the first step to planning and conducting effective instruction; i.e., instruction that produces high achievement.

Do not stop in the middle of whatever you are teaching now to plan and teach a work sample. Select a body of content (unit of work) you are going to teach later. You do not have to worry about this being an add-on activity in your already busy schedule. The intent is for you to show your skills in planning, teaching, assessing student progress, and producing learning in the instructional areas for which you are responsible. Use the work sample as a way of planning something you are going to teach.

- Complete Step 2, the *Work Sample Description*. Complete this step when you do your actual planning for teaching the content you have selected. Form B should be used to describe this plan.

- Complete Step 3, *Assessment Plan*.  
In this step you will need to complete Form C: You should plan assessment (pre-assessment, post-assessment, other assessment activities) when you plan the unit, but complete Form C after you have taught the unit.
- Complete Step 4 *Conduct Pre-Assessment, Teach, Conduct Post-Assessment*  
Complete step 4 by pre-assessing student knowledge and skills as students enter the work sample instruction. Then, teach the content and conduct the post-assessment. Be aware that pre- and post-assessments do not have to be paper/pencil tests, although some probably will be.
- Complete Step 5, *Analysis of Assessment Results*.  
In this step, you will use Form D to record pre- and post-assessment results, determine student gains in knowledge or skills, and determine how many students mastered objectives.
- Complete Step 6, *Results of Instruction*  
In this step, synthesize and summarize the results of your analysis of the assessment data. Use Form E in this step.
- Complete Step 7, *Analysis of Student Work*  
In this step, you are asked to analyze one sample of the work of three students (high achiever, low achiever, average achiever). You will use Form F for this analysis.
- Complete Step 8, *Communication And Follow-Up*  
Use Form F to briefly explain your communications to students and parents/caregivers, what you have done to follow up the unit instruction with students who did not achieve, and to reflect on what you could have/should have done differently.

Following are directions for completing each section of your work sample with sample copies of the forms to be used. If you follow these directions, completing the work sample should not be a problem. At the end of this Handbook is a complete set of forms which you can complete and submit along with any additional materials requested as your final product.

## DIRECTIONS FOR COMPLETING THE TEACHER WORK SAMPLE

### STEP 1: TEACHING CONTEXT DESCRIPTION (Form A)

In this step, you will complete Form A. A sample copy appears on the next two pages. Most of the information requested is simple and self-explanatory, but you may want a little more explanation of the following items:

#### I. Class/Classroom Information

- a) *Grade level in class.* List all grade levels that apply to the students being taught through this work sample
- b) *Ages in class.* List the ages of students being taught through this work sample (e.g., 14, 15, 16 or 5, 6, 7).
- c) *Number of students enrolled in class.* Indicate the number of students enrolled in the class
- d) *Number of students typically present.* Indicate the number of students who are typically present in the class.
- e) *Time available each day to teach all students.* Indicate the amount of time when all students in the class are available (free from pull-out programs, etc.).
- f) *Resources.* Place a check in the blank that best describes in your estimation the equipment and supplies available for the class to whom you will teach this unit.
- g) *Teaching interruptions.* Place a check on the line that best represents the typical pattern of interruptions in this class (few, some, or many). Mark few, if interruptions are usually fewer than two, mark some if interruptions are usually 2-3. Mark many if there are usually more than three.
- h) *Help available to you.* Place a check on the line beside each type of help available to you.

#### II. Individual Differences

- *Number of ESL students in class.* Record the number of students in your class for whom English is the second language, not the primary language.
- *Number of students in class on IEPs.* Record the number of special needs students in the class for which there are Individual Education Plans. All mainstreamed students (below) will have IEPs, but you may have others, too.
- *Number of mainstreamed students.* Record the number of mainstreamed students.
- *Number of students in pull-out or supplementary programs.* Pull-out programs are those in which students are removed from the class for special services or instruction.

- *Patterns of achievement.* Record the number of students who usually exhibit low achievement, average achievement, high achievement.
- *Level of diversity by category.* Diversity means differences. In the blanks provided, you need only write low, medium, or high. If your class contains only six and seven-year olds, you have low diversity of age. If your class includes students ages 14 through 17, age diversity is high. If all students in your classroom have English as their primary language, language diversity is low. If there are two or three native languages represented in your classroom, language diversity is medium, if more than that, language diversity is high.
- *Student learning styles.* By now, you should be familiar with the learning styles listed in the Teacher Orientation Manual and have some information gathered on your class through observation or more formal means. In your school there may be emphasis on other types of learning styles, since the ones listed here aren't the only possibilities. If you have information about styles among your students other than those listed, name the style(s) in the blank(s) provided in the left column.

In the right column, record the number of students (0, few, many) whom you believe to have that particular style (print, aural, etc.) Record "0", if there are none; record "few" if there are 1-3 students, and record many if there are more than 3.

Some students are dominant (strong) in more than one style, but not usually more than three. If you have a student who appears to be strong in more than one style, include him/her in your estimated numbers for all styles in which strength is exhibited.

### **III. Descriptions of Other Classroom Conditions**

- *Other class/classroom conditions.* Sometimes there are time factors, physical conditions, or other factors in the classroom such as some of those listed in section I (Form A) that cause you to make adjustments in a body of instruction. If that is the case for this work sample, describe the conditions (not the adjustments) here. The adjustments you made will be described on Form B.

**TEACHER WORK SAMPLE**

**FORM A: TEACHING CONTEXT DESCRIPTION**

**I. Class/Classroom Information**

Grade levels in class (list all that apply) \_\_\_\_\_

Ages in class (list all that apply) \_\_\_\_\_

No. of students enrolled in class \_\_\_\_\_

No. of students typically present \_\_\_\_\_

Time available each day to teach all students (in this class) \_\_\_\_\_

Resources (equipment and supplies) available for this class (mark one)

Well equipped and supplied \_\_\_\_\_

Adequately equipped and supplied \_\_\_\_\_

Poorly equipped and supplied \_\_\_\_\_

Teaching interruptions (mark one)

Few (0-1) \_\_\_\_\_

Some (2-3) \_\_\_\_\_

Many (4 or more) \_\_\_\_\_

Help available to you (mark all that apply)

Instructional assistant(s) \_\_\_\_\_

Parent volunteers \_\_\_\_\_

Peer (student) tutors \_\_\_\_\_

Resource teachers \_\_\_\_\_

Other \_\_\_\_\_

**II. Individual Differences**

No. of ESL students in class \_\_\_\_\_

No. of students in class on IEPs \_\_\_\_\_

No. of students in pull-out or supplementary programs:

Title I \_\_\_\_\_  
Gifted \_\_\_\_\_  
Other \_\_\_\_\_

Patterns of achievement (no. of students typically at each level):

Low \_\_\_\_\_  
Average \_\_\_\_\_  
High \_\_\_\_\_

Level of diversity by category (low, medium, high):

Ages \_\_\_\_\_  
Languages \_\_\_\_\_  
Achievement/Developmental Levels \_\_\_\_\_  
Cultures \_\_\_\_\_

Student learning styles in class by category (0, few, many) \_\_\_\_\_

**NOTE:** Where a student appears to have more than one style, count him/her in all appropriate categories.

Print \_\_\_\_\_  
Aural \_\_\_\_\_  
Interactive \_\_\_\_\_  
Visual \_\_\_\_\_  
Haptic \_\_\_\_\_  
Kinesthetic \_\_\_\_\_  
Olfactory \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_

**III. Other class/classroom conditions, if any, that have caused you to adjust instruction in some way:**



## DIRECTIONS FOR COMPLETING THE TEACHER WORK SAMPLE

### STEP 2: WORK SAMPLE DESCRIPTION (Form B)

Requirement: Your work sample and the objectives you select must be directly related to the Alabama Content Standards for this subject area(s). See the appropriate state and local documents or curriculum frameworks for assistance in selecting your content, objectives, and ideas for instruction. Use Form B: Work Sample Description to complete this step. Following are directions for completing Form B.

#### Directions/Comments

- Item 1. The work sample may be within one subject area or across two or more. List all subject areas included.
- Item 2. Describe the content (topic, knowledge, skills) of the work sample.
- Item 3. Indicate the intended number of days or class periods for this particular segment of instruction. Remember that the work sample/unit must be at least five days/class periods in length.
- Item 4. Identify the learning goals that this body of instruction addresses. Remember that a goal can be broad and can cover more than this unit of work. For example, the goal might be “to improve students’ reading comprehension” or “to introduce students to great world literature” or “to develop student numeration skills”. Any of these goals might be addressed by this body of instruction and several others during the year.

Specify the objectives/outcomes to be accomplished by students during this unit of work. There should be at least two objectives for a work sample. Some units of work (work samples) will probably have more than two objectives, but the evaluator will only examine the first two objectives you state. Later, when you complete Forms C, D, and E, you will address only the assessments and results for those two objectives. Remember that an objective is defined as a statement of what the students should know and/or be able to do after the instruction. Objectives are not statements of what you or students will be doing (activities).

At least one of your two objectives must require students to exercise higher order thinking skills, as appropriate to age and content. For purposes of this work sample, we are defining higher order thinking as thought beyond the level of factual recall; i.e., comprehension, application, analysis, synthesis, evaluation, if you use Bloom’s taxonomy.

- Item 5. Explain why you selected the objectives/outcomes listed for Item 4. Why are they important? Remember that one of the requirements for your work sample is that it be related to the Alabama Content Standards or current state curriculum frameworks. The work sample might also be directly related to student knowledge and skills that are identified as priority areas in your school’s improvement plan; it might have come from your analysis of student test data. There should be good reasons for selecting the content and objectives you have selected for instruction. Also, be aware that you must do more than make general references to the Alabama Content Standards to gain credit for this item. You must state exactly what standard(s) are being addressed by this work sample.
- Item 6. Describe adjustments made in your work sample plan and instruction to accommodate some of the individual differences you identified on Form A; i.e., second language (ESL) students,

students on IEPs, differences in achievement, diversity among your students, special groups of students (gifted, Title I, etc.) in your class, differences in learning styles. You are not expected to address all of the individual differences you identified on Form A. However, you are expected to vary your instruction to address some of those differences, particularly those that you believe to have the greatest impact on the learning and achievement of these students in the content you will be teaching.

- Item 7. Describe any adjustment you made to your instruction because of other class/classroom conditions. Form B, Item 7 provides opportunity for you to tell your evaluator about continuing (not one-day) conditions that you have had to consider in planning and carrying out instruction in this work sample. Those conditions may be physical classroom conditions, shortage of texts or resource materials, school schedule, or whatever.
- Item 8. Describe how you have incorporated technology or products of technology into this unit of work. If you have not used any type of technology or products of technology because a) it would be inappropriate to content or b) you have nothing available for use, explain that.

A sample copy of Form B appears on the next two pages.

## TEACHER WORK SAMPLE

### FORM B: WORK SAMPLE DESCRIPTION

1. Subject Area(s): \_\_\_\_\_  
NOTE: K-3 teachers must prepare a work sample in reading or mathematics.
2. Topic, Body of Knowledge/Skills
3. Length of Unit (No. of days/class periods) \_\_\_\_\_
4. Learning Goal(s) and Objectives/Outcomes To Be Accomplished By Students (2 required; at least one must require higher order thinking; i.e., thinking above the factual recall level):
5. Rationale For Objectives/Outcomes (Why are they important? How are they related to State standards or curriculum guides?):
6. Adjustments made in objectives, activities, or materials to accommodate individual differences in learners (learning styles, achievement, language, special needs, developmental levels, cultures, etc.):

7. Adjustments made because of other class/classroom conditions:

8. Utilization of technology or the products of technology in this work sample:

## DIRECTIONS FOR COMPLETING TEACHER WORK SAMPLE

### STEP 3: ASSESSMENT PLAN (FORM C)

As you have probably learned from your PEPE Teacher Orientation Manual and your PEPE orientation session(s), you are expected to plan and implement systematic assessment of student progress, just as you plan instruction. In this part of your work sample (Form C) you will provide information about your pre- and post-assessments for this body of instruction, other pertinent assessment activities, and the alignment of objectives, assessments, and instruction.

- Item 1. Describe your pre-assessment method(s). Tell how you determined student knowledge and skills pertinent to this unit prior to instruction. Your pre-assessment does not have to be a paper-pencil test, although that may be appropriate for some objectives and some classes. The pre-assessment may take whatever form is appropriate, but it must yield two types of information:
- a) information about each student's entry level (entry into the unit of instruction) knowledge/skills,
  - b) information from which you will be able to measure student gains in knowledge/skills as a result of instruction; i.e., knowledge/skills gained between pre- and post-assessments.

Note: You are to attach a copy of your pre-test, if one is used. If you use an activity or assignment, attach directions given to students.

- Item 2. In item 2 of Form C, you are to describe your post-assessment, the formal assessment you used to determine student gains in knowledge and skills as a result of your instruction. Remember that this assessment must provide information about each student's accomplishment of each learning outcome/objective (two objectives) and about his/her gains since the pre-assessment. To provide these kinds of information, the post-assessment will need to be one of the following:
- A repeat of the pre-assessment,
  - A parallel form of the pre-assessment (same kinds of questions, tasks addressing the same objectives/outcomes),
  - An assessment very much like the pre-assessment, perhaps more extensive, that provides data about gains in knowledge/skills identified in your objectives and measured in your pre-assessment.

Note: You are to attach a copy of your post-test, if a paper-pencil post-test was used. If you used an assignment or activity as a post-assessment, attach directions given to students.

- Item 3. For this item, you are to briefly describe other assessment activities carried out between the pre-assessment and post-assessment. These activities could be informal activities that allowed you to monitor student understanding and progress and/or more formal activities (quizzes, homework, other). Be specific in your descriptions.

Item 4. In response to the question posed in Form C, Item 4, you are to briefly describe how you know that there was alignment among your assessments, objectives, and instruction. You are aware of this need for alignment if you have studied your PEPE Teacher Orientation Manual, taken an assessment course or participated in inservice sessions on assessment. You know that the results of assessments (student scores and/or your judgments about progress) are not valid if the following occur.

- a) pre- and post-assessments are not covering the same things in the same way,
- b) assessments are not consistent with the types of knowledge and skills identified in your objectives,
- c) instruction given is not matched to objectives and to the ways students must demonstrate knowledge and skills in assessments. A match among objectives, instruction, and assessments is called alignment.

A copy of Form C appears on the next page.



## **DIRECTIONS FOR COMPLETING TEACHING WORK SAMPLE**

### **STEP 4: CONDUCT PRE-ASSESSMENT, TEACH**

After planning the unit (body) of instructions as required in Forms A, B, and C, carry out the next parts of the process:

- Conduct the pre-assessment;
- Teach the content;
- Conduct the post-assessment



## DIRECTIONS FOR COMPLETING TEACHER WORK SAMPLE

### STEP 5: ANALYSIS OF ASSESSMENT RESULTS (FORM D)

After you have taught the work sample and administered the post-assessment, your next task is to analyze the assessment results. Use Form D to complete the analyses described below. (Don't be scared by the length of the form; we have simply tried to give you enough space to record all students.)

- Column 1. Record each student's name or identifier
- Column 2. Record each student's pre-assessment results
- Column 3. Record each student's post-assessment results
- Column 4. Record each student's performance in regard to the accomplishment/ mastery of the two objectives
- Column 5. Record the amount of gain from pre- to post-assessment

Remember that in recording gains, a student may demonstrate gain (e.g., pre-assessment score of 22, Post-assessment score of 84= gain of + 62 points) or regression (e.g., pre-assessment score of 48, post-Assessment score of 40 = gain of -8 points).

There is no requirement that pre- and post-assessments are paper-pencil tests. However, you must have a way of determining gains in knowledge and skills. You will need to know precisely what behaviors/practices/elements you are assessing when you use a project or activity as yours means of pre- and post-assessment. Consider the examples below and on the next few pages. The first example is a situation in which the pre- and post-assessments were essays. The second example is a situation in which the pre- and post-assessments were oral reading activities. The third example is a high school science activity. The narratives described in the examples are for your understanding of what these teachers did. You do not have to supply narratives, just the actual results. All of the information appeared on actual work sample forms, but were rewritten for these illustrations. Thus, the narrative provided may not be written the same way that the teacher wrote the responses to specific questions on the work sample forms. In many cases, the examples are shortened versions.

Example 1: Elementary teacher whose work sample was in writing

- ◆ The teacher had several objectives/learning outcomes regarding student writing. One of them was that the student is able to produce an essay on demand that will contain no more than three errors in punctuation. Naturally, she taught students about punctuation as one part of her unit. (*Objectives were recorded on Form B. Information about instruction was recorded in response to question 4 on alignment on Form C.*)
- ◆ As my pre- and post-assessments, the teacher gave students topics to write on and 25 minutes to produce their essays. (*This information was provided by the teacher on Form C*)
- ◆ When the teacher analyzed the post-unit essays for punctuation errors (one of the objectives), she found the following (*This information was presented in Form D*):

<u>Student</u>	<u>Pre-Assessment</u>	<u>Post-assessment</u>	<u>Gain</u>
Joel Banks	11 errors	5 errors	+6
Cathy Watson	4 errors	2 errors	+2
Lance Carter	7 errors	3 errors	+4
Myrna Matson	9 errors	10 errors	-1
Maxwell Smart	0 errors	0 errors	0

Note: In this example, three students demonstrated gain, one of them regressed, and one demonstrated no gain because both pre- and post-scores were perfect. In Maxwell Smart's case, zero gain is expected; it would be a problem if there was regression.

Example 2: Elementary teacher whose work sample was in reading

- ◆ The teacher had three objectives/learning outcomes for this work sample in reading. One of them was that students would be able to read aloud a page of material with no mispronunciations of words and no hesitations as they attacked words. He had students practice word attack and reading aloud throughout the instruction. (*Objective was recorded on Form B. Information about instruction was provided in response to alignment question on Form C.*)
- ◆ As pre-and post-assessments, the teacher had each student read passages of comparable length and difficulty, and he recorded notes for each performance. The passages used were different for each student and different in the pre-and post-assessments, but he chose them carefully to reflect appropriate and comparable length and difficulty. The passages he assigned high achieving students were more difficult (contained more difficult words) than those assigned to my low achievers. (*This information was provided by the teacher on Form B, item 6, "adjustments for individual differences" and Form C.*)
- ◆ When the teacher analyzed the results of the oral reading activities (pre-and post-assessments), here's what he found (information below found in Form D, Part 1):

<u>Student</u>	<u>Pre-Assessment</u>	<u>Post-Assessment</u>	<u>Gain</u>
Student 1	3 mispronunciations; Hesitated 6 times	1 mispronunciation; two hesitations	+2 +4
Student 2	2 mispronunciations; 3 hesitations	0 mispronunciations 0 hesitations	+2 +3
Student 3	2 mispronunciations; 3 hesitations	0 mispronunciations 1 hesitation	+2 +2

(Other students follow.)

Example 3: High school science teacher whose work sample focused on application of scientific method in a laboratory setting.

- ◆ One of the teacher's two objectives for this work sample was that students would demonstrate

understanding of the scientific method by applying all five steps in solving a problem she gave them in the physics laboratory. During the instruction (the unit), the class discussed scientific method and applied it to situations (cases) described on paper. They also applied it together in a demonstration experiment the teacher conducted with student assistance in front of the class. (*Information from Forms B and C.*)

- ◆ The teacher’s pre- and post-assessments were laboratory projects (experiments) which students conducted in teams of two. They then had to write up their work. The teacher made observational notes while they conducted the lab work and scored the inclusion of all steps of the scientific method in their write-ups. (Found in response to Form C, items 1, 2, 3) The results were (information found in Form D, Part 1):

<u>Students</u>	<u>Pre-Assessment</u>	<u>Post-Assessment</u>	<u>Gains</u>
M. Smith/ C. Watson	3 steps observed; 4 steps in write-up	All steps observed; all steps in write-up	+3 +1
C. Corby/ J. Jackson	2 steps observed; Write-up unclear	4 steps observed; 4 steps in write-up	+2 +4
A. Wortson/ B. Jenkins	4 steps observed; 3 steps in write-up	All steps observed All steps in write-up	+1 +2

(Other students follow.)

In the fourth column on Form D, you are to determine whether or not each student met each of your two objectives (first two objectives, if you had more than two objectives listed in your work sample). Place an X in either the “yes” or “no” column for each of the objectives you identified on Form A. (Remember, there must be at least two specific objectives/outcomes for each work sample.)

To make these judgments, you must use the criteria you established in your objectives, or you will have to establish standards of acceptable performance on each objective and apply them to each student when you do your analysis. Let’s use the three teachers in the previous examples again:

Example 1: Elementary teacher, work sample in writing

This teacher’s objective stated that students would produce an essay at the conclusion of instruction that contained no more than three errors in punctuation (the standard for judging performance). A review of the data recorded in part 1 of Form D (gain data) shows that two of four students (Cathy Watson and Lance Carter) actually accomplished the objectives. Joel Banks made significant gain, but he did not meet the objective. Myrna Matson actually regressed. In Form D, part 2, the teacher should have marked “yes” for Cathy and Lance, “no” for Joel and Myrna. If the teacher is aware of special conditions or something to be considered in Joel’s and Myrna’s situations, she should explain these considerations in the space provided for comments.

Example 2: Elementary teacher, work sample in reading

This teacher’s objective included both mispronunciations and hesitations. He anticipated no mispronunciations or hesitations in the post-assessment (the standard for judging performance). As he reviews he data in part 1 of form D, he finds that the three students included here have made gains under her instruction. One student (Ahmad) met the objective, and another (Ansley) was very close, probably

close enough to judge that he met the objective. Student 1 did not meet the objective.

Example 3: High school science teacher with objective targeting scientific method

This teacher's objective required that students employ all five steps of the scientific method in completing a laboratory project (the standard for judging performance). In the post-assessment, all student teams portrayed here demonstrated gains, and two of the three teams met the objective both in the teacher's observation and in their written summaries of their work. The third team seems not to have understanding (as demonstrated in the laboratory) of one step in the process. Part 2 of Form B would be completed accordingly.

You need to realize that your score for Indicator 3.5: Provides evidence of student academic growth/learning under his/her instruction does not depend on all students in the class meeting every objective. When your work sample is scored, it is expected that a majority of your students (more than 50 percent) will meet the objectives you establish. If they don't, there is something wrong with the objectives, the assessments, or your instruction. However, it is unlikely that all students will meet all objectives because students do play a part in their learning and achievement. Evaluators will expect to see a) accomplishment of both objectives by many students, b) substantial gains by most (more than 80%) students, and c) plausible explanations of situations in which some students don't make major gains.

A copy of Form D follows on the next two pages.



## **DIRECTIONS FOR COMPLETING TEACHER WORK SAMPLE**

### **STEP 6: RESULTS OF INSTRUCTION (FORM E)**

On Form E, you are to summarize and analyze the results of your instruction; i.e., the data you recorded on Form D.

- Item 1. Indicate how many students accomplished/mastered both objective 1 and objective 2. Then list by name or the identifier the students who did not accomplish either or both objectives.
- Item 2. Identify by name those students who did not demonstrate substantial gain and those who regressed. Include students who had perfect pre- and post-test scores because these students had already mastered the content and did not benefit from your instruction. Based on the pre-assessment, adjustments in objectives should have been made for these students.
- Item 3. If there are special circumstances that should be considered in relationship to some students/ poor performance; e.g., extended absence due to illness, loss of a parent, learning disability, you can note them here.

A copy of Form E is provided on the next page.



## **DIRECTIONS FOR COMPLETING TEACHER WORK SAMPLE**

### **STEP 7: ANALYSIS OF STUDENT WORK (FORM F)**

To complete Form F, you will need to provide copies of the work of three students with your analysis of that work.

1. Work to be provided will be one product (the same product) from each student. It may be a test, a report, a project, results of an assignment, or something else that you see as a critical representation of these students' learning during this body of instruction.
2. The student you select should be a) a student who is typically a high achiever (although that may not be true in this instance), b) a student who is typically a low achiever (although that may not be true in this instance) and c) a student whom you would typically classify as an "average" student. (Again, his/her performance might have varied in this situation.)
3. Your analysis of the work of these students should include:
  - your assessment of how each performed on this piece of work with brief explanation of the basis for your judgment.
  - your identification of specific errors/problems in each piece of work, especially in regard to what you have taught/tried to teach;
  - your identification of specific strengths in each piece of work, especially those strengths that directly relate to what you have taught (tried to teach);
  - your identification of the next step; i.e., what you need to do or what you did next to help each student achieve at the highest possible level.

Use Form F for your analysis and append to it the work sample from each student.



**TEACHER WORK SAMPLE**

**FORM F: ANALYSIS OF STUDENT WORK**

**1. Description of The Work Included (no more than 1-2 sentences)**

**2. Assessment of Performance (How well did each student do? Why do you make this judgment?)**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**3. Specific Errors/Problems In Work**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**4. Specific Strengths In Work**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**5. Next Step(s)**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**Attach the student work samples to this form.**

## **DIRECTIONS FOR COMPLETING TEACHER WORK SAMPLE**

### **STEP 8: COMMUNICATION AND FOLLOW UP (FORM G)**

On Form G, you are to complete three tasks:

1. explain briefly your communication with students and parents/caregivers regarding this work and its results;
2. explain briefly what you have done to help “low achievers” learn the required knowledge and skills since your post-test (since the body of instruction for the class as a whole was completed); i.e. ,how have you remediated/supplemented instruction for those who didn’t do well;
3. reflect upon your instruction; i.e., your objectives, instructional strategies/activities, and your assessments. The key issue is how could you have improved the unit; how will you improve it the next time you teach it.

Form G appears on the following page.



## **Appendix C**

### **The Teacher Work Sample: Forms (A-G)**



**TEACHER WORK SAMPLE**

**FORM A: TEACHING CONTEXT DESCRIPTION**

**I. Class/Classroom Information**

Grade levels in class (list all that apply) \_\_\_\_\_

Ages in class (list all that apply) \_\_\_\_\_

No. of students enrolled in class \_\_\_\_\_

No. of students typically present \_\_\_\_\_

Time available each day to teach all students (in this class) \_\_\_\_\_

Resources (equipment and supplies) available for this class (mark one)

Well equipped and supplied \_\_\_\_\_

Adequately equipped and supplied \_\_\_\_\_

Poorly equipped and supplied \_\_\_\_\_

Teaching interruptions (mark one)

Few (0-1) \_\_\_\_\_

Some (2-3) \_\_\_\_\_

Many (4 or more) \_\_\_\_\_

Help available to you (mark all that apply)

Instructional assistant(s) \_\_\_\_\_

Parent volunteers \_\_\_\_\_

Peer (student) tutors \_\_\_\_\_

Resource teachers \_\_\_\_\_

Other \_\_\_\_\_

**II. Individual Differences**

No. of ESL students in class \_\_\_\_\_

No. of students in class on IEPs \_\_\_\_\_

No. of students in pull-out or supplementary programs:

Title I	_____
Gifted	_____
Other	_____

Patterns of achievement (no. of students typically at each level):

Low	_____
Average	_____
High	_____

Level of diversity by category (low, medium, high):

Ages	_____
Languages	_____
Achievement/Developmental Levels	_____
Cultures	_____

Student learning styles in class by category (0, few, many) \_\_\_\_\_

**NOTE:** Where a student appears to have more than one style, count him/her in all appropriate categories.

Print	_____
Aural	_____
Interactive	_____
Visual	_____
Haptic	_____
Kinesthetic	_____
Olfactory	_____
_____	_____
_____	_____

**III. Other class/classroom conditions, if any, that have caused you to adjust instruction in some way:**



## TEACHER WORK SAMPLE

### FORM B: WORK SAMPLE DESCRIPTION

1. Subject Area(s): \_\_\_\_\_  
NOTE: K-3 teachers must prepare a work sample in reading or mathematics.
2. Topic, Body of Knowledge/Skills
3. Length of Unit (No. of days/class periods) \_\_\_\_\_
5. Learning Goal(s) and Objectives/Outcomes To Be Accomplished By Students (2 required; at least one must require higher order thinking; i.e., thinking above the factual recall level):
5. Rationale For Objectives/Outcomes (Why are they important? How are they related to State standards or curriculum guides?):
6. Adjustments made in objectives, activities, or materials to accommodate individual differences in learners (learning styles, achievement, language, special needs, developmental levels, cultures, etc.):

7. Adjustments made because of other class/classroom conditions:

8. Utilization of technology or the products of technology in this work sample:









**TEACHER WORK SAMPLE**

**FORM F: ANALYSIS OF STUDENT WORK**

**6. Description of The Work Included (no more than 1-2 sentences)**

**7. Assessment of Performance (How well did each student do? Why do you make this judgment?)**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**8. Specific Errors/Problems In Work**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**9. Specific Strengths In Work**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**10. Next Step(s)**

High Achiever ( \_\_\_\_\_ )

Low Achiever ( \_\_\_\_\_ )

Average Achiever ( \_\_\_\_\_ )

**Attach the student work samples to this form.**





