

TEACHER WORK SAMPLE

Performance Prompt
Teaching Processes
Standards and Indicators
Scoring Rubrics

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PROMPT FOR TEACHER WORK SAMPLE

The Vision

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

- The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.
- The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.
- The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.
- The teacher uses on-going analysis of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Your Assignment

You are required to teach a comprehensive unit. Your instructional goals and objectives should be based on your state or district content standards. You will also need to create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), and after (post-assessment) your unit instruction. Finally, you need to analyze and reflect on your instructional design, educational context, and learning gains demonstrated by your students.

STANDARD 1: CONTEXTUAL FACTORS

Standard:

The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.

Task:

Discuss relevant factors and how they may affect the teaching/learning process. Include any supports and challenges present that affect instruction and student learning.

Prompt:

In your discussion, include:

- **Community, District, and School Factors**

Address geographic location, community and school population, socio-economic profile, and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

- **Classroom Factors**

Address physical features, availability of equipment and resources, and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.

- **Student Characteristics**

Address age, gender, race/ethnicity, special needs, achievement/developmental levels, and students' skills and prior knowledge relevant to your learning goals. You might also include relevant factors such as culture, language, interests, and learning styles/modalities.

Suggested Page Length: 1-2

STANDARD 2: LEARNING GOALS AND OBJECTIVES

Standard:

The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.

Task:

Provide and justify the learning goals and objectives for the unit.

Prompt:

List the learning goals and objectives (not the activities) that will guide the planning, delivery, and assessment of your unit. These goals and objectives should define what you expect students to know and be able to do at the end of the unit. Number or code each learning goal and objective so you can reference it later.

Provide justification for your choice of learning goals and objectives. Elements of your justification should include at least type and level of learning, appropriateness, and alignment with local, state, or national standards.

Suggested Page Length: 1-2

STANDARD 3: ASSESSMENT PLAN

Standard:

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

Task:

Design an assessment plan to monitor student progress toward learning goal(s) and objective(s). Use multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt:

- Include a description of pre- and post-assessments that are aligned with your learning goals and objectives. Clearly explain how you will evaluate or score pre- and post-assessments.

State what criteria you will use to determine if the students' performance meets the learning goals and objectives. Include evidence of pre- and post-assessments (copies of the assessments or prompts and student directions for the prompts) and criteria for judging student performance.

- Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the indicators you will use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessments may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals and objectives.
- Construct a table that lists each learning goal and objective, assessments used to judge student performance relative to learning goals and objectives, and adaptations of the assessments for the individual needs of students. The primary purpose of this table is to depict the alignment between learning goals and objectives and assessments. The table also provides opportunities to show where adaptations are going to be implemented to meet the individual needs of students or contextual factors.

1) LEARNING GOALS	2) LEARNING OBJECTIVES	3) ASSESSMENTS	4) FORMAT OF ASSESSMENT	5) ADAPTATIONS
Learning Goal 1	Learning Objective 1	Pre-Assessment Formative Assessment(s) Post-Assessment	Performance-based, paper-and-pencil, personal communication	How will you adapt each assessment for individual needs of students or contextual factors?
Learning Goal 2				
Learning Goal 3, etc.				

- After administering the pre-assessment, analyze student performance *relative to the learning goals and objectives*. Depict the results of the pre-assessment in a graph or chart, indicating students' progress toward each learning goal and objective. Discuss how this analysis will guide your instruction or modification of the learning goals and objectives.

Suggested Page Length: 2-3 + pre- and post-assessment instruments.

STANDARD 4: DESIGN FOR INSTRUCTION

Standard:

The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.

Task:

Describe how you will design your unit instruction related to unit goals and objectives, students' characteristics and needs, and the specific learning context.

Prompt:

Use the block plan format below to provide an overview of your entire learning unit. Include the topic or activity you are planning for each day. Also indicate the goal(s) and objective(s) (coded from your Learning Goals and Learning Objectives sections) that you are addressing in each activity. Make sure that every goal and objective is addressed by at least one activity and that every activity relates to at least one goal and objective.

1) Monday	2) Tuesday	3) Wednesday	4) Thursday	5) Friday

- Choose three or four unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include
 - how its content relates to your instructional goal(s) and objective(s),
 - how the activity stems from your pre-assessment information and instructional context,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

Suggested Page Length: 3 + block plan

STANDARD 5: INSTRUCTIONAL DECISION-MAKING

Standard:

The teacher uses on-going analysis of student learning to make instructional decisions.

Task:

Provide two examples of instructional decision-making based on students' learning or responses.

Prompt:

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source.
 - How did your analysis and interpretation of this student's learning or response inform your decision regarding what you did next? Describe what you did, and explain why you thought this would improve student progress toward the learning goal and objective. Discuss what happened and explain why.
- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source.
 - How did your analysis and interpretation of this student's learning or response inform your decision regarding what you did next? Describe what you did, and explain why you thought this would improve student progress toward the learning goal and objective. Discuss what happened and explain why.

Suggested Page Length: 3-4

STANDARD 6: ANALYSIS OF LEARNING RESULTS

Standard:

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task:

Analyze your data to report the performance of the whole class, subgroups, and two individual students. Use visual representations and narrative to profile student performance.

Prompt:

- Whole class
Use aggregated data to draw conclusions about the extent to which the whole class attained all learning goals and objectives. Provide a graphic representation to compare pre- and post-assessment results for each goal and objective. Explain what the graph illustrates and why you think students performed this way.
- Subgroups
Select a group characteristic to analyze (e.g., gender, performance level, socio-economic status, language proficiency, or other attributes of diversity). Form a subgroup based on that distinguishing characteristic (e.g., male, low performance, free or reduced lunch, ESL). Explain why it is important to understand the learning of this particular subgroup in relation to *two significant learning goals and objectives*, one of which must represent higher level thinking. Use disaggregated data to draw conclusions about the extent to which the subgroup attained the two learning goals and objectives. Provide a graphic representation to compare pre- and post-assessment results for the two goals and objectives. Explain what the graph illustrates and why you think students in the subgroup performed this way.
- Individuals
Select two students who represent different levels of performance. Explain why it is important to understand the learning of these particular students in relation to *two significant learning goals and objectives*, one of which must represent higher level learning. Draw conclusions about the extent to which these students attained the two learning goals and objectives and provide examples of student work to support your response.

Suggested Page Length: 4 + charts and student work

STANDARD 7: REFLECTION AND SELF-EVALUATION

Standard:

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task:

Reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the seven standards of the work sample to identify future actions for improved practice and professional growth.

Prompt:

- Write a narrative reflecting on instruction and student learning in which you
 - a. describe the instructional strategies or activities that contributed most to student learning and which were most effective,
 - b. explain the greatest barriers to achieving learning results, specifically considering which of these were under your control as a teacher, and

- c. discuss what you would do differently to improve student learning.
- Write a narrative evaluating your effectiveness as an instructor in which you:
 - a. assess the extent to which you met the work sample standards, focusing specifically on your key areas of strength and weakness. Analyze how your performance on these standards impacted the learning of your students.
 - b. reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) would improve your performance in teaching this unit. Identify specific professional endeavors that would improve your performance.
 - c. select and discuss your most significant learning insight from teaching this unit.

Suggested Page Length: 2