

SAMPLES OF WORK

In Partial Fulfillment of Requirements in the Graduate Teacher Education Program To be Completed During Student Teaching I and II

OVERVIEW

Portland State University Graduate Teacher Education Program requires a work sample as a part of our ongoing efforts to collect, understand and assess the demonstration of teacher candidate learning and progress in becoming eligible for an Initial License from the State of Oregon. The overarching concept associated with a work sample is that teacher candidates provide *a sampling of the work they produce during student teaching*, which consists of a narrative description of a unit of instruction that includes: the context of the unit; unit goals and rationale; an assessment plan; a design for instruction; an analysis of student learning; and the teacher candidate's critical reflections of the teaching and learning that took place. Teacher candidates compile this sampling of work twice in the program, once during Student Teaching I and again in Student Teaching II. The following guidelines provide a framework for developing a work sample. In particular situations and in consultation with a cooperating teacher, cohort leader and University supervisor, a teacher candidate's specific sampling may contain more than the basic required elements stated in this document.

CONTEXTUAL FACTORS

The teacher candidate uses information about the learning-teaching context and individual student needs to establish learning goals, design instruction, and plan assessment.

Community, District, and School Factors

Describe the community and district in which the school is located, the community and school populations, socioeconomic profiles, race/ethnicity, and current student achievement.

Explain how these factors will have an impact on your lesson preparation, including how the overall demographics and achievement will influence your lesson topics, teaching strategies, and assessment techniques.

Classroom Factors

Describe the context of the classroom in which you will be teaching including the numbers of students who have special needs, TAG learners, ELLs, and students from diverse cultural and social backgrounds.

Explain how these characteristics will influence your lesson preparation, including adaptations for the learning needs of all students, and prerequisite skills required for the unit.

Physical Aspects of the Classroom

Describe the physical aspects of the classroom (e.g., size, room arrangement, technology, displays, tables vs. desks).

Explain how the physical aspects of the classroom will influence your lesson preparation.

Recommended style: Expository writing with a few charts and graphs

Recommended length: 4-6 double spaced pages