

Secondary Work Sample Guidelines Pilot 2013-2014 General Instructions

This year we are piloting a revised approach to the Work Sample to clarify and simplify the process for teacher candidates, cooperating teachers, and supervisors. **Please follow the instructions as outlined in this document** and as discussed by your cohort leader. Although you may hear about other formats for the Work Sample used in the past or see examples of Work Samples following other formats, please follow the format below. Please prepare all materials **single-spaced** in a 12-point font.

The directions for developing your Work Samples will be explained in the following courses: CI 509 (Part I: Context), CI 513 (Part II: Design for Instruction & Assessment), CI 519/548 (Part III: Analysis of Student Learning), and CI 515 (Part IV: Reflection on Practice and Self-Evaluation). Your supervisor will be overseeing, supporting, and evaluating both Work Sample I and Work Sample II.

After your supervisor has approved your completed Work Sample (I and II), you will upload it to TK20. Instructions for how to do this will be provided.

PART I: CONTEXT

TSPC OAR 584-017-0185 – Temporary Evidence of Effectiveness

- (1) *The unit assures that candidates provide evidence of effectiveness to foster student learning.*
(2) *Work samples include: (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;*

EXPLANATION

Context is defined as “the set of circumstances or facts that surround a particular event or situation.” In this case, you are being asked to provide the context that surrounds your unit of instruction in the field.

Knowledge/Skills Developed

Develop your knowledge of the community and school in order to draw upon the various resources (people, equipment, dollars) that may be available to support your classroom.

Develop your

TASK

Survey, examine, and articulate contextual information about the community, school, and classrooms in which you work and the students you teach, in order to establish learning goals, design instruction, and plan assessment that will ultimately help you meet the needs of your individual learners.

PROCEDURES

Description of Community, District, and School

List relevant factors of the local community, the district, and the school itself that may inform instruction and/or help you access important resources. Consider **community assets**, such as libraries, parks, recreation centers, businesses, faith communities, etc. Also describe **district resources**. Finally, list **instructional facilities, parent programs, student demographics** (e.g., free and reduced lunch, minority distribution, languages spoken), percentage of students receiving **special classes** (e.g., special education, Title I, bilingual education) and **current student achievement**.

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

Description of Classroom and Learners

Describe the context of the **classroom** in which you teach and information about the **students** in the class in which you will teach the work sample. For example, describe the physical aspects of your classroom (e.g., size, room arrangement, instructional resources including technology). Then provide information about the students and their cultural and social backgrounds and include the percentage of students with exceptionalities (e.g., special needs, TAG learners, and ELs at each level). Develop a **Learner Profile Chart** that describes each of the students in your work sample class. **Explain** how these factors influence your instruction, including adaptations for the learning needs of each student, the prerequisite skills required, individual considerations for particular students or groups of students, and how you will build on the strengths of the students.

Recommended length for CONTEXT section: 3-4 pages

understanding of students in order to build relationships, meet their needs, align with their interests, and plan for differentiated instruction.

PART II: DESIGN FOR INSTRUCTION & ASSESSMENT

TSPC OAR 584-017-0100 (1, 3, 4a);

1 Candidates plan instruction that supports student progress in learning and is appropriate for their developmental level. 3 Candidates engage students in planned learning activities. 4a Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students.

GSE Conceptual Framework 1.2, 2.1, 4.1

EXPLANATION

In this section you'll demonstrate your ability to develop a framework design that shows how your instruction will unfold. Planning at the unit and lesson level is central to our work. Written lesson plans that document your thinking describe both your instructional moves and student learning experiences. Lesson plans also give you a starting point as you consider how you think students will respond. Reflections during and after lessons show what students learned and how your teaching can improve.

An important part of planning for instruction is determining how you will assess student knowledge and cognitive skills before, during, and after instruction. A strong assessment plan provides multiple opportunities for students to demonstrate their learning through a range of modes. Formative assessments, including pre-assessments and ongoing monitoring, are designed to provide teachers with information that can help them adapt learning activities to maximize student learning. Post-assessments, also called summative assessments, measure student progress toward learning goals. Student self-assessments offer students opportunities to reflect on their own learning and progress toward unit and/or lesson-level learning objectives and give you a sense of students' developing habits of mind.

In the Work Sample, two levels of reflection are important. After each lesson you teach, you'll address the questions in the lesson plan template as a way of processing and making sense of what happened. Reflection at the lesson level helps you adjust and improve your planning and instruction based on what you learn each time you teach. At the end of the unit, you'll revisit these lesson reflections in order to look for patterns and trends that might be significant to your professional development. Reading through information in Part IV: Reflecting on Practice and Self-Evaluation may be helpful.

TASK

Develop a design for instruction and assessment that includes the elements outlined below.

PROCEDURES

Rationale and Relevance

The rationale is a statement of justification for the unit. Describe why you are teaching this unit and explain how it is relevant to the students in your class. Discuss how the knowledge and skills developed would serve the students now and in the future. You should also include a statement connecting the unit topics and teachings to the Oregon state standards and/or applicable content standards. Also discuss how you will build on the strengths of students with different needs.

Central Idea or Essential Question

An essential idea or question provides a framework that draws together specific content in the standards to be addressed. More specific skills are then taught in the context of larger ideas and questions.

Unit Goals

Unit goals are the big ideas of the unit. Think about what you want your students to know or understand about this topic or central idea. What content is worthy of understanding and will be addressed in your unit?

The unit goals should be linked to Oregon State Standards (or Common Core State Standards) and applicable content standards. They should also include high-order thinking skills and language development skills. Include 3-5 unit goals as appropriate to your unit.

Assessment Plan

Provide a table that demonstrates how you will assess each unit goal with the pre-assessments and post-assessments. Also include the formative assessments you plan to use throughout the unit. Include the criteria you will use to score the assessments. Also provide a copy of the actual assessment to be used.

Pre-assessments should assess students' prior knowledge and skills, preconceptions, and misconceptions as they are related to your unit goals. Post-assessments should determine the extent of student learning.

Unit Goal(s)	Pre-Assessment Item/Criteria for Scoring	Post-Assessment/Criteria for Scoring

No recommended length.

Knowledge/Skills Developed

Develop your ability to articulate a central idea for your unit in order to create a focus and enable you to look at the larger picture.

Develop your ability to create unit goals that are linked to the state standards in order to address content learning considered essential for students in the state of Oregon.

Develop your ability to articulate a rationale for the unit in order to explain what is really important for the students to learn and why.

Develop skill in designing and selecting assessments appropriate to your learning objectives for students.

Develop your ability to use multiple approaches to assessment in order to construct a multifaceted understanding of each student's learning.

Develop your ability to create assessments that help you understand students' thinking about central ideas in a unit of

UNIT OVERVIEW

Projected Unit Schedule and Unit Outline

Develop a calendar that shows when you will be teaching each lesson. For each lesson, list the unit goal(s), learning objective(s), key lesson activities, assessments to evaluate student learning, and the format of each assessment.

List and describe the formative assessments that you will use to informally assess student learning. Include student self-assessments. Use multiple assessment strategies and tools that are aligned with unit goals and learning objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning.

No recommended length.

Attention to Literacy

Describe your purposeful attention to literacy throughout the unit. Explain how the focus on literacy helps students learn the content presented in the unit of instruction. Including how to address the needs of English learners.

Recommended length: 1 page.

Differentiating Instruction

Describe why this design for instruction is appropriate for the students in your classroom. Include a description of how the activities in this unit will be differentiated for the students in the classroom.

Discuss how you will accommodate for the diverse experience that your students bring to class, including their gender; race/ethnicity; English language proficiency; economic status; exceptionalities; skill levels; learning styles; cultural values and beliefs; and levels of cultural identity. Also discuss what you consider to be the effects of racism for students in your classroom. To do this you may consider stereotyping, and discrimination; cultural conflicts and home events; communication between home and school; and the interrelationships between their language and culture?

Recommended length: 1-2 pages.

Plans for Instruction

Work Sample I: A 3-4 week unit with 10-15 fully developed lesson plans that promote critical thinking and problem solving, encourage divergent as well as convergent thinking, and engage students in concept attainment and formation activities.

Work Sample II: A 3-4 week unit of 10-15 lessons that promote critical thinking and problem solving, encourage divergent as well as convergent thinking, and engage students in concept attainment and formation activities.

You will prepare written lesson plans for each lesson prior to teaching the lesson. Your Cooperating Teacher and University Supervisor are responsible for reviewing your daily lesson plans. You will submit the complete plans for

instruction and that suggest next instructional steps to support learning.

Develop your ability to adapt assessments to enable students with various needs and learning profiles to demonstrate their learning.

Develop your ability to create comprehensive written lesson plans in order to be prepared and ready to focus on teaching.

Over time, you will begin to internalize the lesson planning process. Written plans are shared with mentors and supervisors as

each lesson in Work Sample I. For Work Sample II, you will write lesson plans for each lesson. Most or all of the lesson plans should use the lesson plan format. (Your methods teacher may provide you with a transitional lesson plan to substitute for some of the lessons.) You should submit all of the lesson plans for Work Sample II unless you hear differently from your supervisor.

communication about your lessons.

Lesson plans for thoughtfully designed instruction offer important perspectives for the reflection you'll do.

REQUIRED SECONDARY GTEP LESSON PLAN FORMAT

(See Appendix A.)

PART III: ANALYSIS OF STUDENT LEARNING

TSPC OAR 584-017-0100 (4b):

Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to document student progress in accomplishing state-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning.

GSE Conceptual Framework 4.1

EXPLANATION

There is no point in administering assessments if we aren't going to use the data they provide to inform our understandings of student learning and our instructional practices. In their raw form, data can't give us guidance about what students understand or need or what our next instructional steps ought to be. In order for data to be useful, we must process or analyze them. This section pushes you to engage in a thorough analysis of your assessment data in order to help you develop a clear understanding of what learning and growth was achieved by each student and what patterns of learning gains (or lack thereof) occurred across your class. Then you can notice instances of inequitable learning across groups, address these, and provide opportunities for all students to learn.

TASK

Analyze your assessment data to determine students' progress related to the unit goals. Describe how you shared information about student progress with the student and others.

PROCEDURES

Analyze the Data

Explain how the learning gains are reflected across the assessments of each student. *Every student in the class must be accounted for. Extenuating circumstances*

Knowledge/Skills Developed

Develop your ability to examine evidence of student learning to monitor student progress.

Develop your ability to focus attention on the learning gains of particular groups of students.

Develop your ability to communicate with students and parents about student progress.

(e.g., a student moves to another school) need to be noted. Summarize learning gains in relation to each student's level of prior knowledge and skills.

Interpret the Data

Explain what you think the data mean. Review the learning gains based on your analysis and explain what students learned and why. Pay special attention to what the data reveal about learning gains of groups of students (e.g., English learners vs. native English speakers, students with exceptionalities such as TAG and SPED vs. those not identified, male vs. female).

Report the Data

Describe how you have used the data from your unit to report student progress to the students themselves and to their families.

Recommended style: Expository writing with a few charts and graphs; an appendix that contains electronic samples of pre-assessments and post-assessments from each student (do not use student names)

Recommended length: 2-3 pages text plus a few relevant tables and/or graphs and appendix of 3 students' (high, medium, low) pre-assessments and post-assessment

PART IV: REFLECTING ON PRACTICE AND SELF-EVALUATION

TSPC OAR 584-017-0100 (4c,d):

*(4) Candidates **evaluate, act upon, and report student progress** in learning and demonstrate they are able to:*

(c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; and

(d) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

GSE Conceptual Framework 1.2, 2.1, 4.1

EXPLANATION

Developing skills and habits of mind in self-reflection are essential to deepening your understanding of student learning and improving your instructional design and teaching.

At the end of the unit of instruction, an overall written reflection helps you identify patterns and evaluate your accomplishments, as well consider areas for future improvement and inquiry. Based on these, you can set goals for your own professional development. At the unit level the questions you addressed in your reflections for each lesson are still relevant, but you can adjust your focus to the unit as a whole, and focus more on practice

Knowledge/Skills Developed

Develop your ability to think deeply about your teaching practice.

Develop your ability to use reflection to evaluate your effectiveness as a teacher.

Develop your ability to plan for improvement of your teaching practice.

Develop your ability to plan for continued growth in your profession.

Develop your ability to access professional development resources, guidance, and support in order to improve.

understood broadly and less on specific activities. You'll build directly on your Analysis of Student Learning to consider the relationship between your planning and teaching on the one hand and what actually happened with your students on the other. This process helps you document your effectiveness and evaluate your strengths and areas for improvement. In addition this section offers you a space to consider larger questions of inquiry and practice that affect your development as a teacher.

TASK

Reflect on your performance as a teacher during the unit and discuss your performance in relation to student learning and engagement. Evaluate your performance and identify future actions for improved practice and professional growth.

PROCEDURES

Evidence and Evaluation

Provide evidence of your effectiveness and evaluate your strengths and weaknesses based on this group of lessons in the following ways:

Identify and describe teaching behaviors, instructional strategies and activities, and aspects of the instructional design that contributed most to student learning and engagement.

Describe how you know students have learned and were engaged in the unit.

Describe how you differentiated instruction and evaluate the extent to which your adaptations met the needs of your students.

Discuss what you would do differently in the future to improve your students' learning and/or engagement.

Describe how the focus on literacy helped students learn the content presented in the unit of instruction.

Discuss how your teaching was culturally responsive and contributed to social justice for all students.

Discuss the ways in which you collaborated with other professionals in the development and/or implementation of this unit.

Feel free to address any larger questions of inquiry and practice that affect your formation as a teacher.

Plan for Professional Growth

Include a brief plan for continued professional growth by describing one or two specific areas (e.g., instructional strategies, content knowledge, classroom climate/management, instructional planning) and related activities (e.g., observation of experienced teachers, participation in workshops or conferences) that would be likely to help you reach your goals.

Recommended length: two pages

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