

TEACHER WORK SAMPLE

Introduction:

The work sample is a reflective report, based on a unit of instruction that is designed by the student teacher or adapted from a set curriculum to meet the needs of a specific classroom. This work sample you will document is taken from your student teaching experiences and must be taught, reflected upon and evaluated by the student teacher, the cooperating teacher and the supervising teacher. It will show that you:

1. Know how to do pre and post-assessments for a unit of instruction and how to use these as tools for planning.
2. Can develop a good unit of instruction. Your unit will include the state/district standards being met, the benchmarks (objectives), methods of instruction, student assessment before, during and after the unit, and the use of that data in designing further instructional units for these students.
3. Can reflect on your work and can critically reflect on the growth of the students you are teaching. It is an essential part of being a professional teacher. This work sample is a way of showing that you as a prospective teacher understand this principle.

Further directions on evaluation will be available in the *Student Teaching Handbook*, available to you during your Student Teaching semester. Be proud of your work and use this opportunity to shine!

Teacher Work Sample Design Outline

You must use the following framework as a guide in the completion of the work sample. Following the student teacher's cover page, these specific questions are answered in this order:

1. **What is the name of your unit? Include a short description.**

EX: My unit was on Understanding Fractions in Math. This included adding and subtracting fractions, mixed numbers, simplifying fractions and other learning expectations.

2. **Identify the standards-linked learning expectations to be accomplished within this sample of work you have selected.**

Which P-12 Standards did you meet by teaching this unit? Use the district standards; the ones your student teaching school site uses for the classroom in where you are teaching.

3. **Describe the context in which teaching and learning are to occur.**

Where were you teaching this unit and to whom? Give a short demographic statement.

4. **Develop an integrated instruction and assessment plan that is aligned with, and will lead to, the learning outcomes that are to be accomplished in the Work Sample.**

Your answer here is: “See Attachment A.” *Note: Use the Regis Unit plan template and please mark the unit plan as “Attachment A” at the top of the first page.*

5. Assess the status of students’ prior knowledge of the content area you’re teaching in this unit (pre- assessment) with respect to the post-instruction.

How did you know what the students already understood about your unit before you started? What was your pre-assessment? Try to make the pre-assessment measurable. Save as examples, three **anonymous** students samples—one each of lower, mid, and higher level learners.

EX: The students were given the final test for fractions just to see how much they knew. When I analyzed the problems, I knew that the students understood very little about the process of adding, subtracting, reducing fractions, etc. The average class score was 20%. I have included three student pre-assessment tests and the same three students’ post-assessment tests in this report as specific examples.

6. Did you need to adjust the initial instruction and assessment plan, or even the learning expectations you intended to accomplish, in order to reflect the current status of students’ knowledge with respect to the content standards you intended to meet? If so, how?

Did you revise your unit or lesson plans after your pre-assessment? How?

EX: I quickly ascertained that the students needed more of a review on fractions per se before we tackled the process of adding and subtracting fractions. I spent an extra day on review that I had not initially planned.

7. Implement appropriate instructional plan based on the model content standards that were accomplished.

Your answer is: “See Attachment B”. *Note: please mark the first lesson plan as “Attachment B” at the top of the first page of your lesson plans. Save the lesson plans on your document so that they will print out in order.*

8. Include a short reflection on collaboration for planning and/or teaching the unit—i.e.—grade level or department team teachers, SPED teachers, RtI coordinators, literacy coaches, technology department or any other professionals in your building or district.

EX: Before I began planning this unit, I collaborated with my cooperating teacher about which unit to teach, and when. I then met with the entire grade-level team to make sure each of the classrooms was doing similar activities, and then I adjusted my unit somewhat to meet the grade-level needs and expectations. I had also noticed that one of the students is a very kinesthetic learner; two students struggle with math; and three students have IEP goals to be met. I sought out the resource teacher in my building to see if she had any suggestions as to how I could effectively differentiate my lessons to fit my students’ individual needs. My cooperating teacher and I co-taught several crucial days of the unit—each of us utilizing our strengths and planning those lessons together. I also coordinated the parent volunteers to be available when I most needed them, and elicited their ideas about our outdoor activities.

9. Assess the post-instructional accomplishments of P-12 learners and calculate on a student-by-student basis, and for selected groups of students, the growth in learning achieved.

What was your post-instructional assessment? Did the students learn what you had intended? Refer to particular student samples of post assessments that correspond with the student samples mentioned in part 5 of this report. You may refer to specific pages in Attachment B where you show student work pre and post assessment. This is where you calculate statistically the learning growth of students as a whole based on data from pre and post assessments. Calculate the three specific examples (from the pre to the post test) to show individual growth. This is the proof you need that shows you can teach a lesson and students can learn. If possible, provide statistical evidence of growth. *Note: Use graphs to show individual and group growth.*

- 10. Summarize, interpret, and consider the gains in academic performance levels for your P-12 students in relation to where students' content knowledge was prior to instruction, the context in which teaching and learning occurred, and the implications of this analysis for your own professional effectiveness and development.**

How successful was the unit. What did you do well, and what needs to be improved next time you teach this unit? How have you personally grown as a teacher from this project? What have you learned from this process?

Attachment A

This is where you include your overall unit plan based on the template found on the Regis website, www.regis.edu/cpedcn , under academic resources.

(Note: If using district prescribed curriculum rewrite into Regis unit plan.)

Attachment B

Include all of your daily lesson plans—also designed using the template found on the Regis website, <http://www.regis.edcpedcn> . You must also include some student samples throughout. Particularly needed are student samples of assessments. White out the students' names, and make sure you correlate samples from particular students for both pre and post assessment work so that you can show particular student growth and report on it in section 8 of this report. You do not need student samples for every lesson, nor do you need many—just a few throughout

(Note: If using district prescribed curriculum rewrite into Regis lesson plan.)