

STEPS IN DEVELOPING A WORK SAMPLE

Your work sample should be no longer than 50 pages!

WORK SAMPLE PROPOSAL

During the first week of Student Teaching, talk with your Cooperating Teacher about the topics and goals for BOTH your work samples. This allows you to begin to consider what is important for students to know within this curricular area relative to concepts, knowledge, and skills (defined below).

- 1) **Put the unit in a curricular continuum.**
 - Talk with your Cooperating Teacher and find out what has been taught immediately prior to your unit and what will be taught when your unit is finished.
 - Write a paragraph describing the curricular continuum and how your unit is related. If it is not directly related, state that and provide an explanation.

- 2) **Describe concisely and accurately the concepts, knowledge, and skills students will gain during this unit.**
 - We know students will learn more during this unit than just “information.” Identify the learning styles you will address as well as how your lesson plans address critical thinking skills.
 - Discuss why the learning goals and objectives are appropriate in terms of development; prerequisite knowledge, skills, multiple intelligences, learning styles.

When making the decisions about what to teach within your lesson, consider the following:

Concepts: Interrelationships among basic elements within a larger structure that enable them to work together

- Classifications
- Generalizations
- Theories, models, structures

Knowledge:

- Factual Knowledge: Basic elements students need to know to understand a subject
 - Technical vocabulary
 - Symbols
 - Map legends
 - Five senses
- Procedural Knowledge: How to do something; Methods of inquiry and criteria for using skills, algorithms, techniques, and methods
 - Mathematical operations
 - Problem-solving techniques
 - Using art media

Skills:

- The “doing” – An ability gained through practice; Proficiency and accuracy in using and applying Procedural knowledge
 - Decision-making
 - Social skills
 - Motor skills
 - Verbal skills
 - Mental skills, including Tactics (general rules) and Algorithms (specific steps)

Adapted from Holt, L.C. & Kysilka, M. (2006). *Instructional patterns: Strategies for maximizing student learning*. Thousand Oaks, CA: Sage.

3) Identify the appropriate common curriculum goal (CCG), standard, and benchmark OR foundation for each lesson.

Once you have determined the focus of your unit and the concepts, knowledge, and skills the students will learn, choose common curriculum goals or related standards or benchmarks that can be worked toward or achieved through teaching this unit.

- The goals should be significant, challenging, varied and appropriate. (Reflect the big ideas or structure of the discipline).
- Explain how these goals are aligned with local, state, or national standards
- Explain how the instructional objectives define what the student is expected to know or be able to do at the end of the unit.

4) Discuss how you plan to deliver the instruction.

- What research-based methods will you be using?
- Discuss why you are using specific teaching strategies in terms of the lesson content and students’ developmental level, knowledge and skills. For example, if you will be using a lecture/discussion model, explain why. If you choose to use Literature Circles, justify and support the use of this method.

- 5) **Prepare an appropriate pre- and post-assessment based on lesson plan goals.**
- Develop the pre- and post-assessments (summative) that are aligned with your learning goals.
 - Clearly explain how you will evaluate or score pre- and post-assessment, including criteria you will use to determine if the students' performance meets the learning goals.
 - Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, rating scales, item weights, test blueprints, answer keys).
- 6) **Explain how families will be invited to support the learning at home.**
- *Provide a letter*, or other form of communication, to families (please use the preferred word, "Families", rather than "Parents") that will introduce the unit and invite them to be involved.
 - What kinds of support can they offer at home?
 - What would they be able to do if they had the opportunity to volunteer in the classroom?
 - This letter should be sensitive to families' cultural and educational backgrounds.
 - This letter should be grammatically correct, error free and in an appropriate format to send home with students.

At this point, you must obtain your University Supervisor's signature of approval BEFORE you proceed with planning and teaching this unit. It is acceptable to obtain approval via mail or email as long as you obtain the proper signature promptly thereafter.

ASSESSMENT PLANNING

- 7) **Explain the decision to continue with plans as previously constructed, based on pre-assessment results, or how your lesson plans will be modified to meet the needs of the students.**
- If students as a whole did quite well, lessons should be developed that are more intensive.
 - Modifications for special needs students **MUST** be included. These need to be more than just extra handouts, or less work completed. These must be planned modifications that meet the needs of individual students.
- 8) **Explain your choice of pre post unit assessments are valid and aligned with CCG's, standards, and benchmarks or foundations.**
- Based on the goals you have selected, decide on the most appropriate means of assessing if students have met those goals.
 - What would give you the evidence you need? This may be gained through a portfolio entry, observation notes, performance tasks, scoring guides, tests, or other means.
 - This alignment is very important. Read the goal and ask yourself, "How will I know if students have met this goal?"
 - It is often helpful to use the same language from the goals or instructional objectives in the statement of your assessment in order to ensure alignment.

- 9) **Discuss your plan for formative lesson assessments that will help you determine student progress during the unit.**
- For each lesson, describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence.
 - Look at instructional objective you have written for each day's lesson. Use the same language from your objective in the assessment. Although formative assessment 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.
 - Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, rating scales, item weights, test blueprints, answer keys).

UNIT DEVELOPMENT – Write several paragraphs that address each the following:

- 10) **Unit Overview**
- Give an overview of your unit. Use a visual organizer such as a calendar, block plan or outline to make your unit plan clear.
 - Include topic or activities you are planning for each day/period.
- 11) **Explain how your unit moves learners toward your stated goals.**
- It should be clear that your series of lessons will move learners toward the expected outcomes.
 - Each lesson should focus on some aspect of the overall goals of the unit.
 - Make sure every objective is addressed by at least one activity and that every activity relates to at least one objective.
- 12) **Ensure the unit is developmentally appropriate on all dimensions.**
- Discuss why the learning goals and objectives are appropriate in terms of development; pre-requisite knowledge, skills, multiple intelligences, learning styles.
 - Take into consideration the developmental levels of your students.
 - Think carefully about where they are in concept attainment and how they have progressed in their physical development (fine motor and gross motor).
 - The content of the unit must also be appropriate to their emotional and social developmental levels.

INSTRUCTION

Review your lesson plans for the points discussed in 13-18. You do NOT have to write a specific description for each, but each MUST be reflected in your lesson plan, if appropriate.

- 13) **Each lesson must have an instructional objective that is directly aligned with the stated goals of the unit.**
- Review your selected CCGs, standards, and benchmarks or foundations as you are planning your lessons.
 - There must be a clear link between what you are planning to teach and the stated goals.

14) Check your plans for the following:

- Must have a minimum of 10 lessons. Pre/post assessments are NOT part of the 10 lessons. Field trips are considered lessons if the learning experience is structured as a lesson.
- Lesson follows EOU Lesson Planning Template (page 31).
- Include lesson, overheads, worksheets, handouts, manipulatives and unique examples completed by students.
- Bibliography (include websites, trade books if appropriate).
- Each lesson should be written in such a clear manner that another individual could teach it.
- There may be more than one instructional session on any particular day.

Review your lesson plans and explain items 15 through 18 by writing one or two paragraphs for each.

15) Describe how learning is appropriately integrated across curricular areas in your lessons.

16) Explain how literacy and literacy strategies are integrated in your lessons.

17) Describe how you will use technology in your planning and or instruction. If you do not use any form of technology, provide a clear rationale for its omission.

18) Explain the differentiation and modifications in your lessons for special needs students. These need to be more than just extra handouts, or less work completed. These must be planned modifications that meet the needs of individual students.

Be sure to use the proper headings for each section of your lesson plan, as detailed on the Lesson Planning Template.

REFLECTION ON ASSESSMENT DATA

19) Compare and discuss pre- and post-assessment results

- Include a score for each student. (Names must be removed or coded)
- If the student teacher decides on an alternative method of evaluation, the student teacher must still have an individual score for *all* students in the class.
- If appropriate, create comparison chart or graphic of pre- and post-assessment results. Be sure to fully explain your chart or graphic.

20) Explain the data on learning gains for each student.

- Explain the learning of each student through a one paragraph narrative description of each student's learning.
- Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the learning goals. Graphic representations are not necessary for this subsection.
- **DO NOT USE LEARNERS' FIRST OR LAST NAMES.** Assign a number to each student.

- You may include a graph or graphic to summarize your data. Be sure to fully explain your graph or graphic.

21) Discuss and explain the learning gains, or lack thereof for your class.

Your analysis should be reasonable, logical, and clear. Why do you think students performed as they did? What does the assessment information mean in terms of the class achieving your learning goals?

22) Discuss the uses to be made of the data on learning gains in planning subsequent instruction. Based on the assessment information you have compiled, speculate on how you would proceed with this group of learners if you were to continue teaching them.

REFLECTION ON TEACHING AND FAMILY INVOLVEMENT

In addition to ending each lesson with a reflective conversation with students, the Student Teacher will also reflect on his or her teaching of the lesson.

23) Write a reflection about each lesson: Describe your overall experience teaching each lesson. (Do not write a minute by minute description of the lesson). Include specifics about lesson plan construction, implementation of plans, including various instructional strategies and learning activities. Include your “aha moments” and “oh, I don’t want to do that agains.” Talk about your relationship to the students during the lesson. You may also include anecdotes or things that happened.

Consider:

- Did the students achieve the learning objectives for today?
- What is my formal or informal evidence of students’ learning?
- What went well?
- What didn’t go well?
- What did I learn today?
- What would I do differently next time?

24) There is significant reflection after teaching the unit.

After the completion of the unit:

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, activities and assessment, along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, activities and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the work sample. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

25) Provide a letter, or other form of communication, to families that describes how well the student has achieved the goals of the unit. Describe learning gains, not behavior. What has the student done well? What are areas in which the student is still developing? This letter should be grammatically correct, error free and in an appropriate format to send home with students. Your University Supervisor and/or Cooperating Teacher will give you guidance with this task. **(Your cooperating teacher may NOT want you to actually send the letters; your University Supervisor may allow you to write only 3 letters, selecting a high, medium and low achieving student.)**