

The
WORK SAMPLE
STUDENT GUIDE

A
Requirement for Eastern Oregon University's
College of Education
And the
Teacher Standards and Practices Commission
Of
The State of Oregon

2011-2012

The Teacher Standards and Practices Commission of Oregon and Eastern Oregon University's College of Education require two **Work Samples** to be completed by pre-service teachers who are seeking a teaching license. This packet has been created to provide a guide for creating the Work Sample. The Scoring Rubric for the Work Sample is included at the end of the document.

A **Work Sample** is a basic curriculum unit that the candidate will plan, teach, and assess for three to five weeks. The candidate will determine the context of the school and classroom, students' learning needs and differentiated instruction based on various factors, prerequisite skills and curricular continuum, the goals of the unit, and the processes of assessing the students after participating in the unit lessons. Reflections will be a significant part of the unit, along with the analysis of student data, thereby enabling the candidate to determine the learning gains that were made by the class as a whole and by each individual student. The work sample requirements, as found in OAR 584-017-1030, are as follows:

(1) The unit assures that candidates provide evidence of effectiveness to foster student learning.
(2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. Work samples include:

- (a.1) Context of the school and classroom is explained,
- (a.2) learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described,
- (a.3) adaptations for their learning needs are discussed, and
- (a.4) prerequisite skills required for the unit are considered;
- (b) Goals for the unit of study, which is **three to five weeks in length**, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;
- (c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a.2);
- (d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;
- (e) Interpretation and explanation of the learning gains, or lack thereof; and
- (f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.
- (g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

This packet includes the following:

- I. Directions for completing the Work Sample Proposal
- II. Work Sample Proposal Form
- III. Directions for completing the Work Sample once the Proposal has been approved
- IV. Directions for assembling the components of the completed Work Sample in preparation to submit it to the University Supervisor
- V. Work Sample Cover Page

Directions for Completing the Work Sample Proposal

The **Work Sample Proposal** must be electronically submitted to and approved by the University Supervisor *prior* to teaching the unit. The work sample should be discussed with the Cooperating Teacher before it is submitted to the University Supervisor. Directions for completing the Work Sample Proposal Form are given below. A copy of the form for your reference is provided on the pages following the directions.

All components of the proposal must be completed with an “acceptable” score or higher prior to instruction. Questions regarding this process can be directed to the University Supervisor or a faculty member from the College of Education. Use the following guidelines when creating the proposal. All documents are to be submitted *electronically* using Standard English grammar, spelling, and conventions.

Description of Context

1. Identify the demographics of the school and community where the candidate is student teaching. Community profiles, the school report card issued by the state and the Cooperating Teacher may be of assistance in providing information for this section. See instructions on the work sample proposal document.
2. Create a written explanation about how parents/guardians will be engaged in the process of teaching this unit. Copies of any letters sent to parents/guardians should be included.

Consideration of Student Learning Needs

1. Identify special needs learners, TAG learners, ESOL learners, and learners with diverse cultural and social backgrounds in consultation with the Cooperating Teacher and/or other school personnel.
2. Discuss students who have specific learning needs and describe adaptations to meet their learning needs.

Prerequisite Skills/Curricular Continuum

1. Summarize the knowledge and skills the students will need to have prior to the teaching of this unit. Discuss any special considerations made in order to ensure all students have the necessary prerequisite skills.
2. Explain how this unit fits the prior concepts, skills and knowledge that the students have. (Before)
3. Establish how skills and knowledge will be learned during the teaching of the unit. (During)
4. Explain how the skills and knowledge learned can lead to developing concepts, skills and knowledge in the content or curricular area in the future. (After)

Unit Goals

1. List the content standards that will guide the planning and teaching for the entire unit. These goals should vary in kind and complexity and include concept attainment and the application of knowledge and skills. In the unit that will include purposeful attention to literacy, at least one appropriate literacy goal must be included in the list.
2. List the concepts to be taught in the unit.
3. Describe how students will apply knowledge and skills learned in the unit.

Unit Assessment

1. Provide a plan for multiple assessments of individual learning gains throughout the unit. This includes major assessments that will be used during the unit as well as the culminating assessment. Explain how assessments reflect the content standards and objectives identified for the unit.
2. Include the pre-assessment that will be used to determine individual students' level of knowledge prior to instruction.



Work Sample Proposal

Name of Student:

Name of University Supervisor:

Name of Cooperating Teacher:

School:

Grade Level:

Subject Area:

Title of Work Sample:

Dates to Be Taught:

Number of lessons anticipated:

Will this work sample include purposeful attention to literacy? Yes

No

Context of the School and Classroom

Discuss the context of the school and classroom (including, but not limited to, geographic location, size of community, socioeconomic status of the community, school climate, and relevant social issues).

Family involvement in the learning is an extension of the classroom context. Create a written explanation about how you will engage parents/guardians in the process of teaching this unit. If you are using a letter, attach a copy of your letter to the proposal.

Meeting Learner Needs

Discuss special considerations of students taught (learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds).

	Description of students (how many students, gender, unique needs or characteristics)	Adaptations required to meet learning needs
Learners with special needs		
TAG learners		
ESOL learners		
Learners with diverse cultural or social backgrounds		

Prerequisite skills/Curricular continuum

Summarize the knowledge and skills the students will need to have prior to the teaching of this unit. Discuss any special considerations you will need to make in order to ensure all your students have the necessary prerequisite skills. Also, show how this unit fits into the curricular continuum by explaining what has been taught immediately prior to this unit and what is to be taught after this unit.

Unit Goals

Select one or more content standards that will guide the planning and teaching for the entire unit. These goals should vary in kind and complexity and include concept attainment and the application of knowledge and skills.

List the unit goals:

Concepts to be attained during the unit:

Describe how students will apply knowledge and skills:

Unit Assessment

Describe your plan for multiple assessments of individual learning gains throughout the unit. This includes major assessments that will be used during the unit as well as the culminating assessment. Explain how assessments reflect the content standards and objectives identified for the unit. Include the pre-assessment that will be used to determine each individual student's level of knowledge prior to instruction.

The Work Sample

The **Work Sample** is the culmination of planning and organizing a curriculum unit by teaching the unit, assessing the students during the instruction, evaluating the effectiveness of the unit, and reflecting on how successful the unit was in terms of student learning.

Unit Planning

Assessment must guide instructional planning, so begin the work sample with a short description of how the pre assessment influenced lesson planning and/or goals for this unit. Then, include the lesson plans for this unit. This section includes the lessons, following the appropriate lesson plan format as required by the program. The unit must be **three to five weeks** in length. The lessons should include sequencing and scaffolding of students' learning. The content of each lesson should be appropriate to the grade and ability levels of the students and actively engage students through a variety of individual and collaborative activities. Lessons must include differentiation of instruction for all students with specific learning needs as listed in the work sample proposal.

As directed by the lesson plan template, each lesson must have:

1. Content Standard(s) covered in the lesson
2. Specific Purpose (Instructional Objective) for the lesson
3. Assessment that is aligned with the content standard(s) and objective noted in the lesson
4. *Specific adaptations for learners with special needs, TAG learners, ESOL learners, and learners from diverse cultural and social backgrounds*
5. A summary of the lesson, including an opening and closure activity
6. Reflection on the effectiveness of the lesson. This reflection should also indicate how assessment for each lesson guided decisions for subsequent lessons.

Therefore, the unit must, through planning and scaffolding, exhibit:

- Knowledge of content and pedagogy on the part of the candidate
- Meaningful learning experiences for the students (including content and skills)
- Instruction that supports all students in meeting learning goals
- Instruction and assessment aligned with content standards
- Evidence of differentiation
- Engaging activities that encourage critical thinking
- Collaborative activities that promote positive social interactions
- A variety of methods
- Literacy components, as appropriate

Purposeful attention to literacy instruction

At least one of the two work samples submitted as part of student teaching must have purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs. If the work sample includes purposeful attention to literacy, provide a description of how literacy instruction has been integrated into the unit. Cite specific examples from lesson plans as part of the description.

Assessment

The assessments in the unit must include the pre- and post- assessments, along with daily lesson assessments. Both formative and summative assessment must be included within the unit. Attach a copy of all major assessments (particularly pre- and post- instruction assessments) with the work sample. In addition to copies of major assessments, the Assessment portion of the work sample must include data analysis and interpretation as noted below. See “Analysis of Student Data” section for detailed information.

1. Whole class summary of data on learning gains resulting from instruction
2. Data on learning gains **analyzed for each student** and summarized in relation to the student’s level of knowledge prior to instruction
3. **Interpretation and explanation of the learning gains** (or lack thereof) for each student

Analysis of Student Data

Look at assessment data to determine student learning gains during the teaching of the unit. To complete this section, the candidate must:

1. **Create** tables or graphs that demonstrate whole group and individual student learning gains.
2. **Analyze data** on individual learning gains, based on the entire unit and daily lesson assessments, not just pre- and post- tests. Summarize individual learning gains in relationship to the student’s level of knowledge prior to instruction.
3. **Interpret and explain** learning gains (or lack thereof) for the class and individuals. This requires analysis of student data charts created for recording learning gains. Consider the following questions in this section:
 - Did special needs students make appropriate gains? Explain.
 - Did TAG students perform to expectations? Explain.
 - Did ESOL students make appropriate gains? Explain.
 - Did learners with diverse cultural or social backgrounds make appropriate gains? Explain.
 - What common characteristics can you find among the students who made adequate progress?
 - What common characteristics can you find among the students who did not make adequate progress?
 - Were there unique circumstances that might have had an impact on an individual student?
4. **Explain** how you used assessment data to report progress to students and families.
5. **Describe** any changes in methodology or pedagogy you would make if you taught the unit again, based on your data analysis. Consider your analysis and interpretation of learning.
6. **Explain** how you will use the data on learning gains to plan subsequent instruction.

Reflections on the Unit

Write daily reflections at the end of each lesson plan after the lesson was taught. Reflections indicate progress in student learning. The reflections indicate both teaching success and areas of needed improvement. The teacher uses evidence to evaluate his/her practice and adapts the practice to meet the needs of the students.

Write a separate narrative that shows substantial reflection at the conclusion of teaching the unit. In addition to summary information on the success of the unit, this section includes reflection on the learning of the teacher and how the experience of teaching this unit informs future teaching.

Assembling the Work Sample for Submission

Once completed, the Work Sample must be electronically submitted to the University Supervisor for evaluation. The complete Work Sample includes all of the elements listed below:

1. Work Sample Cover Page (A copy of the form is provided for your reference on the next page.)
2. Approved Work Sample Proposal
3. The parts of the Work Sample described in the directions above



Work Sample Cover Page

Name of Student

Name of University Supervisor

Name of Cooperating Teacher

School

Work Sample Title

Grade Level

Unit Subject Area

Date Submitted

Dates Taught

to

Number of lessons taught

This work sample includes "purposeful attention to literacy instruction" Yes

No

Program:

MAT:

Mini-

Winter Term-

SpringTerm-

CUESTE:

Coos Bay-

Gresham-

La Grande-

Ontario-

Pendleton-

LEVEL: CORE 1-

CORE 2-

Student Teaching- #1

#2

Practicum :

ESOL

Reading

Math

Other-

Number of **students** in the class