



LEARNING LIVES FOREVER

Professional Education Unit

**Performance Prompt
Teaching Processes
Standards and Indicators
Scoring Rubrics**

For Teacher Work Samples

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TEACHER WORK SAMPLE

Background information on the Teacher Work Sample

The Oregon Teacher Work Sample Methodology (McConney and Schalock, 1996) and a teacher work sample model adopted by a group of ten Renaissance Partnership institutions provides a base for the Professional Education unit's multiple work sample approach to linking candidate performance to student progress. The primary advantage of the methodology is that it requires teacher candidates to consider what they want to teach, how they want to teach it, what contextual factors may affect their teaching, and what insights they will gain in the process of planning, adapting, implementing and assessing instruction (McConney & Schalock, 1998). All teacher candidates must include a teacher work sample as part of the professional portfolio they complete during the clinical practice phase of the professional education program at SUU.

Definition of a Teacher Work Sample

A Teacher Work Sample (TWS) is a performance-based narrative prepared by a teacher candidate with a focus on increase student learning. Directed by guiding prompts created by the Renaissance Group institutions (ten institutions funded by a Title II Grant and directed by Roger Pankratz at Western Kentucky University), candidates describe the teaching and learning process included in a three to four week unit of instruction. The Teacher Work Sample provides written evidence that documents the teacher candidate's ability to increase student learning.

"The use of teacher work samples represents a paradigm shift in our assessment of teacher performance. Research now confirms that teacher behavior and effective teaching practices are strongly linked to student learning. The teacher work sample increases our confidence that the candidates who complete our professional education program will have what it takes to make a positive impact on student learning." Dr. Lee Montgomery, Associate Dean, SUU College of Education.

Benefits of the Teacher Work Sample

- **Provides performance-based assessment:** The Teacher Work Sample requires teacher candidates to document their understanding of the teaching and learning process and their ability to increase student learning.
- **Contributes to reflective practice:** Teacher candidates practice and internalize the reflective process at the novice stage and begin ongoing professional development.
- **Enriches the pre-service teacher's portfolio:** Principals and human resource personnel obtain additional insight into candidate's teaching ability and professional potential.
- **Serves as an alternative to standardized testing:** Evaluators gain a better perspective of student learning through documentation provided by the candidate's Teacher Work Sample.
- **Informs teacher preparation programs:** Elementary and Secondary Education faculty review teacher work samples to identify areas of strengths and weaknesses in programs.
- **Furnishes teacher candidates with a microcosmic process similar to National Board Certification:** Teacher candidates receive experience in the documentation and reflection of their teaching that is useful for state licensure and National Board Certification.
- **Affords accountability:** Stakeholders have access to reliable information about teacher candidate's performance supported by actual documentation.

Who is required to complete the Teacher Work Sample?

As a part of their clinical practice, ALL teacher candidates currently engaged in clinical practice are required to complete a Teacher Work Sample

A copy of the Teacher Work Sample, on floppy disk, must be submitted as part of the teacher candidate's professional portfolio at the exit interview.

What has to be done to complete the Teacher Work Sample?

All necessary prompts and instructions are included in the Teacher Work Sample itself. Teacher candidates should begin the process by discussing each component of the Teacher Work Sample with their mentor teachers and university supervisors and collaboratively planning the unit to be taught. Candidates would find that the work they did during the elementary or secondary block classes will meet many of the requirements of the Teacher Work Sample and that their task will primarily involve adapting their lesson and assessment plans to meet the unique needs of the students with whom they are presently working.

Teacher Work Sample Scoring Protocol

Teacher Work Samples are scored by:

1. Teacher Candidate
2. University Supervisor
3. Mentor Teacher
4. Additional Professional Education Faculty member(s), if necessary

Initial scoring is done collaboratively by the candidate, university supervisor and mentor teacher throughout the student teaching process. This assessment is formative in nature and is designed to provide feedback to the candidate at each stage of the Teacher Work Sample.

Upon completion of the Teacher Work Sample, the teacher candidate's university supervisor will independently complete a summative assessment of the Teacher Work Sample, and return the final scoring rubric to the Office of Graduate Studies and Field Service Office. If the teacher Work Sample does not meet the requirements of successful completion, the teacher candidate will continue the clinical practice until sufficient time has been allowed for acceptable completion of the criteria. If the original university supervisor is unable to complete the final evaluation of the Teacher Work Sample, another member of the professional education faculty will.

What should be done when the Teacher Work Sample is finished?

Completed Teacher Work Samples are to be submitted to university supervisors for final evaluation as a hard copy or on disk by the posted deadlines for each semester. The original Teacher Work Sample(s) will **not** be returned to the teacher candidate.

Prompts for Teacher Work Samples

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following standards related to the Professional Education Unit's Core Outcomes for Program Completers and the INTASC Principles for Beginning Teachers.

- The teacher displays an in-depth understanding of the developmental characteristics of diverse learning populations and uses knowledge about individual differences to plan, conduct, assess and analyze instruction.
- The teacher selects and/or develops appropriate instructional goals which are appropriate and valuable and which take into account the varying learning needs of individual students or groups.
- The teacher uses research to plan and select a wide variety of instructional strategies, resources and tools of inquiry aimed at meeting the needs of all students.
- The teacher designs learning activities which are challenging and highly relevant to all students. Learning activities address standards and instructional goals, progress coherently and meet the needs of diverse students by allowing for multiple paths to learning.
- The teacher designs multiple assessment strategies which are congruent with instructional goals. Assessment criteria are clear and appropriate for all students and lead them to an awareness of progress toward meeting established goals, outcomes and standards.
- The teacher responds to student feedback, evaluates instruction on the basis of this input and makes necessary adjustments to instruction to meet individual student needs and enhance instruction for all learners.
- The teacher uses assessment data to provide effective feedback to students and parents in a timely manner, enabling them to assess student progress. Feedback is consistently high in quality and provision is made for students to use feedback in their learning.
- The teacher reflects on and evaluates outcomes of his/her professional practice. He/she uses action research; experimentation and reflection to improve his/her own professional practice.

Your Assignment

You are required to teach a comprehensive unit. Your instructional goals should be based on state and district content standards. You will also need to create an assessment plan designed to measure student performance before (pre-assessment) and after (post-assessment) your unit instruction. Finally you will need to analyze and reflect on your instructional design, educational context and learning gains demonstrated by your students. Finally you will need to analyze and reflect on your instructional design, educational context and learning gains demonstrated by your students.

Contextual Factors

Standard:

The teacher uses information about the teaching/learning context, developmental characteristics of diverse learners and knowledge about individual differences to plan, conduct and assess and analyze instruction.

Task:

Discuss relevant factors and how they may affect the teaching/learning process. Include any supports and challenges present that affect instruction and student learning.

Prompt:

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socioeconomic profile, and race/ethnicity. You might also address such things as stability of community, political climate, community support for education and other environmental factors.
- **Classroom factors.** Address physical features, availability of equipment and resources, and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.
- **Student characteristics.** Address age, gender, race/ethnicity, special needs, achievement/developmental levels, and students' skills and prior knowledge relevant to your learning goals. You might also include relevant factors such as culture, language, interests, and learning styles/modalities.

Recommended Page Length:

1-2 pages

Learning Goals

Standard:

The teacher selects and/or develops appropriate instructional goals which are challenging and valuable and which take into account the varying learning needs of individual students or groups.

Task:

Provide and justify the learning goals for the unit.

Prompt:

In this section of your Teacher Work Sample include:

- **A list of learning goals or outcomes (not activities)** that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals must address at least three of the following areas: (1) knowledge, (2) reasoning and problem-solving, (3) skills, (4) products, and (5) dispositions. Number or code each learning goal so you can reference it later.
- **Justification** for your choice of learning goals. Elements of your justification should identify how your learning goals (1) relate to the students' current progress and development; (2) align with the classroom teacher's long-range instructional goals; and (3) align with local, state and national standards.

Recommended Page Length:

1-2 pages

Assessment Plan

Standard:

The teacher designs multiple assessment strategies which are congruent with instructional goals. Assessment criteria are clear and appropriate for all students and lead them to an awareness of progress toward meeting established goals, outcomes and standards.

Task:

Design an assessment plan to monitor student progress toward learning goals. Use multiple assessment modes and approaches aligned with learning goals and student developmental levels to assess student learning before, during and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper and pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring what your students have learned.

Prompt:

In this section of your Teacher Work Sample:

- **Include a description of pre- and post-assessments** that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments. State what criteria you will use to determine if the students' performance meets the learning goals. Include evidence of pre- and post-assessments (copies of the assessments or prompts and student directions for the prompts) and criteria for judging student performance.
- **Discuss your plan for formative assessment** that will help you determine student progress during the unit. Describe the indicators you will use to check on student progress and comment on the importance of collecting that particular evidence. 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.
- **Construct a table** that lists each learning goal, assessments used to judge student performance relative to learning goals, and adaptations of the assessments for the individual needs of students. The primary purpose of this table is to depict the alignment between learning goals and assessments. The table also provides opportunities to show where adaptations are going to be implemented to meet the individual needs of students or contextual factors.
- **Analyze student performance relative to the learning goals** after administering the pre-assessment. Depict the results of the pre-assessment in a graph or chart, indicating students' progress toward each learning goal. Discuss how this analysis will guide your instruction or modification of the learning goals.

Example Page

Alignment of Learning Goals and Assessments				
Learning Goals	Assessments	Assessment Format	Rationale	Adaptations
Goal #1	Pre-Assessment Formative Assessment Post-Assessment	Performance Task Paper and pencil Teacher Observation	Why I chose or developed each of these assignments for this learning goal.	How I plan to adapt this assessment for students with special needs.
Goal #2				
Goal #3				

Recommended Page Length:

1-2 pages plus pre- and post-assessment instruments and rubrics

Alignment of Learning Goals and Assessments

Learning Goals	Assessments	Assessment Format	Rationale	Adaptations
Goal #1				
Goal #2				
Goal #3				
Goal #4				
Goal #5				

Design for Instruction

Standard:

The teacher designs learning activities which are challenging and highly relevant to all students. Learning activities address standards and instructional goals, progress coherently and meet the needs of diverse students by allowing for multiple paths to learning.

Task:

Describe how you will design instruction for your unit related to unit goals, student characteristics and individual needs, and the specific learning context.

Prompt:

In this section of your Teacher Work Sample:

- **Use the block plan format** to provide an overview of your entire learning unit. Include the topic or activity you are planning for each day. Also indicate the goal or goals (coded from your learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
- **Develop learning activity plans** for at least six of the learning activities included in your unit's design for instruction. A learning activity can take many forms including, but not limited to a learning center, direct whole-group instruction, a teacher directed activity, simulation or game, small group experience, project, etc. Your description of each learning activity must include the following components: (1) content areas addressed, (2) grade levels, (3) purpose of the learning activity, (4) learning goals or outcomes, (5) procedures and timeline for the activity, (6) materials and resources, (7) adaptations for students with special needs, (8) assessments, (9) how technology is to be integrated into the activity, and how the activity will involve outreach to parents or families, and (10) reflection. The format for writing a Learning Activity Plan is included in this document.
- **Choose three or four of the six of the learning activities** included in your Design for Instruction that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity include:
 - How its content relates to your instructional goals
 - How the activity stems from your pre-assessment information and instructional context
 - How these activities relate to the developmental levels of your students
- **Collect and include samples of student work** that represent different levels of student performance.

Recommended Page Length: (Fewer pages acceptable, if well-written)

3 pages plus Block Plan and six Learning Activity Plans

Daily Block Plan for Unit Learning Activities

	Planned Activity	Rationale	Related Goals	Assessments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Southern Utah University
Professional Education Unit
Learning Activity Plan

Name: _____ Estimated Time: _____

Content Area(s): _____ Grade Level(s): _____

Purpose: _____

Learning Goals:

1. _____

2. _____

3. _____

Procedures/Timeline

Procedures	Time	Materials/Resources	Adaptations for Special Needs Students

Assessment of Student Learning

Learning Goals	Assessments

Plans for integrating technology: _____

Plans for involving parents or families: _____

Reflection: _____

Instructional Decision Making

Standard:

The teacher responds to student feedback, evaluates instruction on the basis of this input and makes necessary adjustments to instruction to meet individual student needs and enhance instruction for all learners.

Task:

Provide two examples of instructional decision-making based on students' learning or responses to your instruction.

Prompt:

In this section of your Teacher Work Sample:

- **Think of a time during your unit** when a students' learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well). Cite specific evidence to support your answers to the following:
 - a) Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or be the result of other feedback.
 - b) How did your analysis and interpretation of this student's learning or response inform your decision regarding what to do next? Describe what you did and explain why you thought this would improve student progress towards the learning goals. Discuss what happened and explain why.

- **Now think of one more time** during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well). Cite specific evidence to support your answers to the following:
 - a) Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or be the result of other feedback.
 - b) How did your analysis and interpretation of this student's learning or response inform your decision regarding what to do next? Describe what you did and explain why you thought this would improve student progress towards the learning goals. Discuss what happened and explain why.

Recommended Page Length: (Fewer pages acceptable, if well-written)

3-4 pages

Analysis of Learning Results

Standard:

The teacher uses assessment data to provide effective feedback to students and parents in a timely manner, enabling them to assess student progress. Feedback is consistently high in quality and provision is made to use feedback in their learning.

Task:

Analyze your data to report the performance of the whole class, subgroups, and two individual students. Use visual representations such as charts and graphs and a narrative to profile student performance.

Prompt:

Use the following guidelines:

- **Whole Class:** Use aggregated data to draw conclusions about the extent to which the whole class attained all learning goals. Provide a graphic representation to compare pre- and post-assessment results for each goal. Explain what the graph illustrates and why you think students performed this way.
- **Subgroups:** Select a group characteristic to analyze (i.e. gender, performance level, socioeconomic status, language proficiency, or other attribute of student diversity). Form a subgroup based on that distinguishing characteristic (e.g. male, low performance, free or reduced lunch, ESL). Explain why it is important to understand the learning of this particular subgroup in relation to two significant learning goals, one of which must represent higher level learning. Use disaggregated data to draw conclusions about the extent to which the subgroup attained the two learning goals. Provide a graphic representation to compare pre- and post-assessment results for the two goals. Explain what the graph illustrates and why you think students in the subgroup performed this way.
- **Individuals:** Select two students that represent different levels of performance. Explain why it is important to understand the learning of these particular students in relation to two significant learning goals, one of which must represent higher level learning. Draw conclusions about the extent to which these students attained the two learning goals and provide examples of student work to support your response.

Recommended Page Length: (Fewer pages acceptable, if well-written)
4 pages plus charts and samples of student work

Reflection and Self-Evaluation

Standard:

The teacher reflects on and evaluates outcomes of his/her professional practice. He/she uses action research, experimentation and reflection to improve his/her own professional practice.

Task:

Reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the eight standards of the work sample to identify future actions for improved practice and professional growth.

Prompt:

Complete the following tasks related to reflection and self-evaluation:

- **Write a narrative evaluating your effectiveness on instruction** and student learning in which you:
 - a) Describe the instructional strategies or activities that contributed most to student learning and which were most effective.
 - b) Explain the greatest barriers to achieving learning results, specifically considering which of these were under your control as a teacher.
 - c) Discuss what you would do differently to improve student learning.

- **Write a narrative evaluating your effectiveness as an instructor** in which you:
 - a) Assess the extent to which you met the sample standards, focusing specifically on your key areas of strength and weakness. Analyze how your performance on these standards impacted the learning of your students.
 - b) Reflect on your own abilities and identify what professional knowledge, skills or dispositions (e.g. attitudes, values, and beliefs) would improve your performance in teaching this unit. Identify specific professional endeavors that would improve your performance.
 - c) Select and discuss your most significant learning insight from teaching this unit.

Recommended Page Length:

2 pages

The Format

Your teacher work sample must include all of the elements or prompts as listed and described previously, and must be word-processed and single-spaced in 12-point font. The sample should be approximately 20 pages of narrative not counting required charts, graphs and attachments. Provide a Table of Contents that lists the sections of your paper and the page numbers and a Cover Page that includes (a) your name, (b) date submitted, (c) grade level and subject, and (d) your course number and title.

In order to insure the anonymity of all students in your class, do not include any student names or identification in any part of this performance assessment.

Your Teacher Work Sample will be assessed using the attached scoring rubrics.

Teacher Work Sample Scoring Rubric

Candidate _____ Date _____

Evaluator _____

Directions:

Using the scale below, please circle the appropriate number to represent the candidate's level of performance on each component of the Teacher Work Sample.

0 = Standard Not Met:

Performance fails to provide evidence of meeting the standard for the component of the Teacher Work Sample. Performance does not address the indicators of the standard.

1 = Standard Partially Met:

Performance provides evidence of partially meeting the standard for the component of the Teacher Work Sample. Performance addresses some of the indicators of the standard.

2 = Standard Met:

Performance provides evidence of meeting the standards for the component of Teacher Work Sample. Performance addresses all of the indicators of the standard.

Contextual Factors of Learning	0	1	2
<p><i>The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment.</i> Identifies and describes characteristics of the school, classroom, and students; relates characteristics of the school, classroom, and students to instruction; and adapts instruction and assessment to address factors in the learning-teaching context.</p>			

Learning Goals	0	1	2
<p><i>The teacher sets important, challenging, varied, and appropriate achievement targets.</i> Provides achievement targets that clearly define what students should know and be able to do; achievement targets area linked to national, state, and local standards and long-term instructional goals; match students' current progress and development; address a variety of learning outcomes; and reflect high expectations for student learning.</p>			

Assessment Plan	0	1	2
<p><i>The teacher uses multiple assessment modes and approaches aligned with achievement targets to assess student learning before, during, and after instruction.</i> Includes an assessment plan comprised of multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments, that align with achievement targets, and are developmentally appropriate; adapts assessments to accommodate students needs and individual differences; and provides rationales for assessments including validity, usability, and format.</p>			

Design for Instruction	0	1	2
<p><i>The teacher designs instruction for specific achievement targets, student characteristics and needs, and learning contexts.</i></p> <p>Includes learning activities that are aligned with achievement targets and student characteristics and needs; integrates technology into teaching and learning; provides opportunities for collaborations with families; presents accurate and up-to-date content that reflects knowledge of the discipline and modes of inquiry; adapts instruction to accommodate student needs and individual differences.</p>			

Instructional Decision-Making	0	1	2
<p><i>The teacher responds to student feedback, evaluates instruction on the basis of this input and makes necessary adjustments to instruction to meet individual student needs and enhance instruction for all learners.</i> The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources. The teacher constantly monitors and adjusts strategies in response to learner feedback. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p>			

Analysis of Learning Results	0	1	2
<p><i>The teacher uses assessment data to profile student learning, communicate information about student progress, and plan future instruction.</i></p> <p>Provides an accurate and clear summary of student performance on pre- and post-assessments; uses assessment data to draw conclusions about the learning of ALL students and to evaluate student performance on the achievement targets; disaggregates (separates into component parts) data as needed to make informed conclusions about student learning.</p>			

Reflection	0	1	2
<p><i>The teacher reflects on his or her instruction and student learning in order to improve his or her teaching practice.</i></p> <p>Draws conclusions about the extent to which the achievement targets were met and cites evidence to support those conclusions; discusses questions and issues the instructional sequence raised about teaching and students; and reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.</p>			