



LEARNING LIVES FOREVER

**Professional Education Unit**

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

**For Teacher Work Samples**

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# Prompt for Teacher Work Sample

## 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, and 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 leads 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.

# 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.

## **Suggested 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.

## **Suggested 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 leads 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.

## 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 assessments for this learning goal.	How I plan to adapt this assessment for students with special needs.
Goal #2				
Goal #3				

### **Suggested Page Length:**

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

# 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:
  - (a) how its content relates to your instructional goals
  - (b) how the activity stems from your pre-assessment information and instructional context
  - (c) 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.

## Suggested Page Length:

3 pages plus block plan and six Learning Activity Plans.

# Daily Block Plan for Unit Learning Activities

	Planned Activity	Rationale	Related Goals	Assessments
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				

Southern Utah University  
Professional Education Unit  
**Learning Activity Plan**

**Name:** \_\_\_\_\_ **Estimated Time:** \_\_\_\_\_

**Content Area(s):** \_\_\_\_\_ **Grade Level(s):** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Learning Goals:** (Note: Your Activity Plan should include ONE or MORE broad goals drawn from local, state or national standards).

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Procedures/Timeline**

Procedures	Time	Materials/Resources	Adaptations for Special Needs Students

**Assessment of Student Learning**

Objectives	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 student's 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 toward the learning goal. 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 toward the learning goal. Discuss what happened and explain why.

## Suggested Page Length:

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 for students 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 attributes 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 of 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.

## Suggested Page Length:

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.

## **Suggested Page Length:**

2 pages

# THE FORMAT

Your teacher work sample must include all of the elements listed above 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, (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.

