

Secondary and K-12 Professional Teacher Education Programs

Work Sample Guide

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Introduction:

The purpose of the work sample is to provide evidence of each teacher candidate’s ability to design and implement effective instruction and assessment that results in students’ academic achievement. In other words, teacher candidates need to be able to demonstrate that as a result of planned instruction and assessment, students’ content knowledge and understanding of artistic processes have improved.

Cover Page

Very Important: **Click on Self-Rate, then on Add Self-Rate**, and identify your program. We need it to properly collect the data. Also enter as text:

- Your Content Area, and the program (Undergraduate or Postbac)
- Placement information:
 - Semester
 - Setting: School, districts, type of setting
 - Name of cooperating teacher
 - Name of UNC Supervisor (if you are placed out of state, please enter contact information for your on-site local supervisor)

Section I: Planning Process

In this section, include

- A topic map of the content of the work sample
- A unit outline
- A brief written description of the content and the learning outcomes

Section II: Description of the Setting

The information included in this section is a description of the community, the school, and the classroom where the work sample will be implemented.

- Include information regarding the general socioeconomic level of the community and any other pertinent information about the community that is reflected in the school setting.
- Describe the school site.
 - grade levels
 - number of students
 - general school schedule
 - any additional information that provides a clear description of the school site
- Include a detailed description of the student population and classroom setting where the work sample will be implemented.
 - total number of students, males, and females
 - the cultural/ethnic make-up of the students, males, and females
 - number of students categorized as special needs and their disabilities, males, and females
 - number of students categorized as gifted or talented, males, and females
 - number of students categorized as English Language Learners (ELL) or English as a Second Language learners (ESL), males, and females
 - a physical description of the classroom setting
 - any additional information that provides a clear description of the classroom setting

Section III: Colorado Academic Standards, Unit Goals, & Lesson Objectives

Identify the unit goals, the most current Colorado Model Content Standards, and the lesson objectives that are addressed by the work sample. All of the unit goals, standards, and objectives must be aligned with each other.

Section IV: Lesson Plans with supporting materials

- Include all (a minimum of 5 well developed lesson plans) for a 5-8 lesson unit
- Highlight/make obvious your attempts to help diverse students achieve the unit goals and objectives
 - varied instructional strategies
 - varied learning styles
 - varied abilities
- Following each lesson plan, include the supporting materials (i.e. images, worksheets, an example of the required materials that will be used, notes that you use to teacher the lesson, etc.

Section V: Pre and Post Assessment

Include both the pre and post assessment. Assessment items need to reflect the content of the material of the work sample. Pre and Post assessments are not necessarily the same, rather they need to ascertain the mastery of the content and the student's level of proficiency toward the standard(s), unit goal, and lesson objectives prior to and after the completion of instruction.

Section VI: Analysis of Pre and Post Assessment

The **pre-assessment analysis** serves as a baseline of current student performance in relation to the content of the work sample.

- Describe and analyze (in descriptive writing) the data from the pre-assessment.
 - Describe and analyze on a student-by-student basis: description may be clustered with five-seven students described in-depth.
 - Use the Work Sample worksheet, found at www.unco.edu/teach/secST.html to present the results.
- Identify any adjustments to instructional strategies, content, etc. you plan to make as a result of the pre-assessment analysis.

Checklist for Writing the Pre Assessment Analysis

1. Describe each student's readiness to learn from the unit's stated objectives.
The description must include:
 - a. A quantitative measurement recorded on the work-study worksheet at www.unco.edu/teach/secST.html.
 - b. Clusters of five to seven students described in depth.
2. Identify any adjustments that may need to be made to strategies, content, etc.
The post assessment analysis serves as evidence of your effectiveness in implementing instruction that results in student academic achievement in relation to the content of the work sample in achievement of the most current content standards.

Describe and analyze (in descriptive writing) the data from the post-assessment.

3. Explain student learning gains from stated objectives.
 - a. Describe and analyze on a student to student basis
 - b. Identify observable learning gains.
 - c. Include the recorded post assessment scores and an analysis of percentage gain.
 - d. May describe students clustered with five to seven described in-depth.
 - e. *Optional*: Create a graph or table to represent the post-assessment results
4. Identify any adjustments to instructional strategies, content, etc. you would make (in hindsight) as a result of the post assessment analysis that could be integrated into the unit for future use.
5. Describe how students' achievement is linked to the instructional strategies that were employed in this work sample.

Checklist for Writing the Post Assessment Analysis

1. Describe and analyze the students' achievement gains or losses
2. May include a graph or table that represents post assessment results
3. Prepare a graph or table that represents post assessment results in comparison to pre assessment results
4. If applicable, describe and analyze selected groups within the class population
5. Identify any adjustments that may need to be made to strategies, content, etc. based on the results of the post assessment

Section VII: Reflective Essay

Write a reflective essay that includes what you, the teacher candidate have learned about teaching and learning, instructional planning and assessment, and your own professional effectiveness and development.

Section VIII: References

Include a complete list of the texts, workbooks, periodicals, websites, etc. that were utilized in the preparation of the work sample.

Section IX: Supporting documents (Advanced WS only)

1. Please read about the [UNC Diverse Field Experience Requirement](#). Scan and upload your signed Diverse Field Experience Form
2. Scan and upload also your last [Lesson Observation Form](#), signed by UNC Supervisor.
3. Then click on Self-Rate, then on Add Self-Rate, and enter the data from the Lesson Observation Form, exactly as it appears on the form.

Work Sample Rubric

	Developing 2.0	Proficient 3.0	Advanced 4.0
Ability to plan instruction			
Context	Social, political, and cultural context is noted, but not used to plan instruction	Social, political, and cultural context is used to plan instruction	Social, political, and cultural context effectively informs instruction planning
Student needs	Content and instructional strategies are not likely to meet the basic needs of diverse students.	Content and instructional strategies meet the basic needs of diverse students.	Content and instructional strategies are properly varied to meet the needs of diverse students, including ability, language learner status, gender, race, and class.
Logic	Unit goals, model content standards, lesson objectives, and assessments are not aligned.	Unit goals, model content standards, lesson objectives, and assessments are aligned.	Unit goals, model content standards, topic map, lesson objectives, and assessments are explicitly aligned to enhance instruction.
Content knowledge	Content knowledge is selected with errors	Content knowledge, enrichment activities & ancillary materials are selected and organized appropriately for age, learning needs, and objectives	Content knowledge, enrichment activities & ancillary materials are selected and organized appropriately for age, learning needs, and objectives
Content integration	Just the primary content knowledge is considered, or ineffective integration	Content literacy, math, and other subject matter are effectively integrated with primary content knowledge	Content literacy, math, and other subject matter are effectively integrated with primary content knowledge
Presentation	Sources are referenced with errors. Unit and lesson plans may be disorganized and the reflective essay is not well written.	Sources are referenced. Unit and lesson plans are organized and the reflective essay is well written.	Sources are properly researched and referenced. Unit and lesson plans are clearly organized and the reflective essay is exceptionally well written.
Ability to assess and improve instruction			
Assessment instruments	Assessments are unreliable, and used as summative only; no evidence of on-going progress monitoring.	Assessments are reliable; evidence of formative use and on-going monitoring.	Assessments are valid, reliable, and objective; formative use and on-going monitoring are intentional and effective.
Data presentation	Data is not clearly presented and explained.	Data is well presented and explained with a narrative.	Data presented clearly and concisely with tables and charts; narrative helps understand the data.
Data analysis	Assessment seems to be independent of instruction. Achievement differences amongst groups are not analyzed or misunderstood.	Assessment helps inform instruction. Adequate analysis of achievement differences amongst groups.	Specific instructional decisions can be traced to assessment data. Advanced analysis of achievement differences amongst groups.
Student growth	Student growth is unlikely; achievement gaps among the groups are mis-understood.	Student growth is likely; achievement gaps among the groups are noted and understood.	Significant student growth is demonstrated in all groups; no large gaps among the groups.

