

GUIDELINES FOR PREPARATION OF YOUR WORK SAMPLES

The “work sample” refers to the materials you present as evidence of meeting the Core Teacher Principles/Standards and the associated dispositions. The work sample must include all of the elements listed below and must be word-processed, double-spaced, and error-free. You should provide a Table of Contents that lists the sections of your paper and the page numbers. You will upload your work sample to Taskstream for evaluation during your Internship/Student Teaching. Your work sample will be evaluated using the S-PAT Assessment Criteria Rating Sheet in the appendix. The level of specificity and sophistication of the work sample will increase from Internship experience to student teaching.

Required Components of the Work Samples: See Appendix A for BSU’s description of this requirement

The work sample in your internship must be comprised of one or two lessons. These may be taken from the unit developed in methods classes. The work sample in Student-teaching will be comprised of an entire unit which the candidate will teach. Your work samples will include pre-planning, lessons, assessments (pre and post tests), and reflections. Your report must include the components listed below.

Description and Analysis of Learning-Teaching Context

In this section of your work sample, you must:

- describe the context in which you teach, including the characteristics of the school community, classroom, and students, and must incorporate your knowledge of individual differences, learner characteristics, and environmental factors that impact learning and teaching
- provide an overview of important school characteristics including the type of school and grade/subject configuration
- include any district or state mandates, such as required texts or curricula and content standards, and major characteristics of the local community in which the school is located
- describe the classroom in which you are completing your candidateship
- describe the classroom rules and routines, physical arrangements, grouping patterns, and scheduling that impact learning and teaching in the classroom.
- describe the students in the classroom including number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s), and levels of English proficiency, range of abilities, and special needs

Unit Plan

This section of your work sample must have lesson plans that include the following items:

- grade level (s)
- purpose of the learning activity
- goals and/or objectives
- process goals (content literacy)
- key vocabulary
- procedures and timeline

- materials and resources
- adaptations for students with special needs
- assessments (pre and post tests)
- reflection

The format for writing lesson plans will be discussed in your methods class. With each lesson plan, you should include samples of student work that represent different levels of performance. Further explanation of lesson plan components found below.

Goals and Objectives

The goals and objectives that will guide the planning, delivery, and assessment of your instructional sequence must include references to national, state, and local standards and may include goals and objectives as directed by your content methods instructor.

Assessment Plan

In this section, you must design an assessment plan used to monitor student progress toward the goals and objectives. You must include assessment measures for assessing student performance before instruction (pre-assessments), during instruction (interim or formative assessments), and after instruction (post or summative assessments).

Assessment methods may include paper-and-pencil assessments (multiple-choice tests and quizzes, essay examinations, and written problems), performance assessments (reading aloud, communicating conversationally in a second language, carrying out a specific motor activity, and delivering a speech), and personal communications (questions posed and answered during instruction, interviews, and conferences). Your instructional sequence should include a variety of assessment approaches suited for the developmental level of the students and your goals and objectives. The key to writing this section of your instructional sequence is the alignment between your objectives and assessment methods.

During Student teaching you must also provide a narrative summary of student learning that occurred as a result of the unit plan. You should provide graphs or charts that profile student gains comparing pre-assessment to post-assessment results after completion of unit plan.

Evaluation and Reflection

For the final section of your work sample/unit plan, you must write a reflective essay in which you evaluate the effectiveness of your unit plan and reflect on your teaching practice and its effects on student learning. You should address the following questions:

- To what extent were the goals and objectives for your unit plan met? Provide evidence for your response.
- What questions or issues does this unit plan reveal about your teaching or the students in your classroom?
- What aspects of your unit plan were especially successful or effective? Why?
- How would you modify this unit plan if you were to do it again? Why?