

The Level II Teacher Work Sample Of

Completed at
School
University of Northern Iowa

Level 2 of the UNI Teacher Education Professional Sequence
200:148 Learning and Instruction in Classroom Contexts
200:128 Teacher as Change Agent

Lesson Title:

Grade Level:

UNI Supervisor:
Supervisor Signature: _____

Mentor Teacher:
Teacher Signature: _____

200:128 Teacher as a Change Agent Professor:

Session: A B C

Semester: Fall Spring May

Year:

I give my permission for my teacher work sample to be used as an example for the benefit of teacher education and future student teachers. I understand that my teacher work sample or excerpts from my teacher work samples may be posted on a website, presented at a conference, or appear as part of a written publication

Student Signature: _____

Contextual Factors

TCWS Standard

•The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, design instruction and plan assessment.

Community, district and school factors: Below, describe the geographic location, community and school population, socioeconomic profile, and race/ethnicity.

How These Factors May Impact My Lessons: Explain specific ways that these factors may impact your lesson topics, teaching strategies, assessment techniques, etc.

Student Characteristics and Their Instructional Implications: Below, describe how two student characteristics you observed in your students (e.g., gender, race/ethnicity, interests, student skill levels) might impact the way you instruct them, for example, your planning, motivation, management, or assessment. For each example of a student characteristic, give a specific instructional implication that will influence how you plan and implement your instruction.

Description of First Characteristic of Students in this Class:

How This Characteristic Will Impact my Lesson:

Description of Second Characteristic of Students in this Class:

How This Characteristic Will Impact my Lesson:

Physical Aspects of the Classroom and Their Instructional Implications:

Below, describe how two physical aspects of the classroom you observed (e.g., posters, room arrangement, technology) might impact the way you instruct students, for example, planning, motivation, management, or assessment. For each example, give a specific instructional implication that will influence how you plan and implement your instruction.

Description of First Physical Aspect:

How This Aspect Will Impact My Lesson:

Description of Second Physical Aspect:

How This Aspect Will Impact My Lesson:

Design for Instruction

TCWS Standards

- The teacher candidate designs instruction for specific learning goals, individual student characteristics, and learning contexts.
- The teacher sets significant, challenging, varied and appropriate Learning Goals.
- The teacher candidate will recognize that there are multiple assessment approaches that must be aligned with Learning Goals to assess student learning before, during and after instruction. An attempt is made by the teacher candidate to design student assessments.

Lesson 1 Topic:

Lesson 1 Learning Goals: Define what you expect students to know and be able to do at the end of the lessons. The learning goals should be specific, observable, challenging and varied. Learning goals should describe what your students will learn and be able to do by the end of the lesson, and not simply what activities they will do during the lesson.

Alignment of Learning Goals to State or National Curriculum Standards: Explain how your learning goals align with the Iowa Core Curriculum and/or National Standards for your content area.

Justification: Explain how your learning goal(s) are relevant, challenging, and appropriate. Consider their importance to previous and succeeding topics covered in the class, the student's future in the class and school, to state and national curriculums, and skills needed in the everyday world.

Assessments	Sample Size
Below, describe the method/s to check on student progress. Consider these approaches: 1. selected response, e.g. multiple choice, matching, fill-in the blank questions 2. writing assessment, e.g. essays, essay questions, journaling 3. performance-based assessment, e.g. throwing a ball, presentation 4. teacher / student communication, e.g. class discussion, interview, group work	Below, list your sample size. An assessment sample refers to the type and amount of student work you will assess. Teachers often make inferences about student learning based on a sample of only a few students' work. Examples of assessment samples would include choral responses from the entire class, your observations of a small group performing a learning task, or an analysis of individual student writing, drawing or other performances.

Analysis of Pre-Assessment Data: Discuss what students already know and can do regarding your goals before you began your lessons. Pre-assessments may include your PLS instructor's descriptions of past assessments and activities.

Materials: List all of the materials or technology you will need to implement the activities.

Design for Instruction

Lesson 1, (continued)

Motivation for learning: Describe how you will motivate student learning at the beginning of the lesson. Consider what you will say and what you will do that will motivate student learning.

Activities: Include descriptions of the activities you plan to use in the lesson. Your activities should be designed to support your learning goals and should be clearly described and carefully sequenced. Actively engaging students in learning also gives you an opportunity to assess their understanding. Make sure you take advantage of this opportunity by coordinating your activities with your assessment plan.

Instructional Decision Making

TCWS Standard

•*The teacher analyzes student learning to make instructional decisions*

Student Response to Lesson 1: Did the student(s) respond in the ways you had predicted? What do you think accounts for differences in student responses and learning? Consider motivation, management, understanding of instructions, complexity of task, and individualization to student ability.

Adjustments for Lesson 2: Describe how will you adjust your second lesson in response to your analysis above. Consider instructional strategies, the organization and content of the lesson, motivational strategies, preventative management strategies, procedural changes, materials, activities and assessment. Explain why you believe these adjustments will improve student learning.

Design for Instruction

TCWS Standard

- The teacher candidate designs instruction for specific learning goals, individual student characteristics, and learning contexts*
- The teacher sets significant, challenging, varied and appropriate Learning Goals.*
- The teacher candidate will recognize that there are multiple assessment approaches that must be aligned with Learning Goals to assess student learning before, during and after instruction. An attempt is made by the teacher candidate to design student assessments.*

Lesson 2 Topic:

Lesson 2 Learning Goals: Define what you expect students to know and be able to do at the end of the lessons. The learning goals should be specific, observable, challenging, varied and stated as learning outcomes, not activities.

Alignment of Learning Goals to State or National Curriculum Standards: Explain how your learning goals align with the Iowa Core Curriculum and/or National Standards for your content area.

Justification: Explain how two of your learning goals are relevant, challenging, and appropriate. Consider their importance to previous and succeeding topics covered in the class, the student's future in the class and school, to state and national curriculums, and skills needed in the everyday world.

Assessments	Sample Size
Describe the method/s to check on student progress. Consider these approaches: 1. selected response, e.g. multiple choice, matching, fill-in the blank questions 2. writing assessment, e.g. essays, essay questions, journaling 3. performance-based assessment, e.g. throwing a ball, presentation 4. teacher / student communication, e.g. class discussion, interview, group work	Below, list your sample size. An assessment sample refers to the type and amount of student work you will assess. Teachers often make inferences about student learning based on a sample of only a few students' work. Examples of assessment samples would include choral responses from the entire class, your observations of a small group performing a learning task, or an analysis of individual student writing, drawing, or other performances.

Analysis of Pre-Assessment Data: Discuss what students already know and can do regarding your objectives before you began your lessons. Pre-assessments may include your PLS instructor's descriptions of past assessments.

Materials: List all of the materials or technology you will need to implement the activities.

Design for Instruction

Lesson 2, (continued)

Motivation for learning: Describe how you will motivate student learning at the beginning of the lesson. Consider what you will say and what you will do to motivate student learning.

Activities: Include descriptions of the activities you plan to use in the lesson. Your activities should be designed to support your learning goals and should be clearly described and carefully sequenced. Actively engaging students in learning also gives you an opportunity to assess their understanding. Make sure you take advantage of this opportunity by coordinating your activities with your assessment plan.

Analysis of Learning Results

TWS Standard

•The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement

Whole Class: Use the assessment data you collected to draw conclusions about the extent to which the whole class attained all learning goals. Support all claims about student learning with observable data (e.g. student writing, test results, specific student comments, or observed student performances) Include samples of student work if available. (Attach these in the appendix.)

Individuals: Select two students that represent different levels or kinds of performance. Describe what these students learned in relation to two significant learning goals, one of which must represent higher-level learning. Use specific examples of the students' work including student writing, test results, specific student comments, or your observations to draw conclusions about the extent to which these students attained the learning goals.

Student X

Student Y

Reflection and Self – Evaluation

TCWS Standard

•The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Instruction and Student Learning and Improving Practice:

Identify what you believe to be the instructional strategies and activities that contributed most to student learning.

Discuss whether the adjustments described in Instruction Decision-Making were successful or not.

Explain how your teaching behaviors affected student learning.

Consider student response to explaining, giving directions, modeling, organizing activities, leading discussions, the pacing of the lesson, and the organization of the lesson.

Discuss what you could do differently or better in the future to improve your students' performance.

Describe one or two areas of professional growth (e.g. instructional strategies, content knowledge).

Identify two professional growth activities that would most likely improve your performance in the area(s) you identified.

Reflection and Self – Evaluation, continued

References and Credits: If you referred to other person's ideas or material in your narrative, you should reference these in a separate section at the end of your narrative under References and Credits. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format explained in the APA manual entitled "Publication Manual of the American Psychological Association".

Appendix: List other materials you will be attaching to this work sample (e.g. visual representations of student learning, copies of assessments, lesson materials, or examples of student work).

