

**Teacher Work Sample Assignment
(With Featured Student Assignment)
Emporia State University**

copy 1-5-01

The Vision

Teacher candidates should be able to demonstrate that they can deliver an effective instructional unit, employ meaningful classroom assessments and analyze and reflect on their experiences. Successful Teacher Education candidates should have an impact on student learning. Their students should gain substantive knowledge and skills. The purpose of this assignment is to evaluate the degree of impact you have on student learning by examining:

Your ability to construct and deliver an instructional unit.

Your ability to construct challenging, meaningful classroom assessments.

Your student's pre-test to post-test score learning gains.

Your ability to analyze and reflect on your experience to promote your own professional growth.

This assignment not only provides candidates with feedback on their own professional development, but candidates who demonstrate evidence of teaching impact will be more professionally competitive in the job market.

Your Assignment

You are required to teach a multiple week instructional sequence. Your instructional goals should be based on your state or district content standards. Your learning objectives must include: outcomes in subject matter knowledge, skills, and reasoning abilities. You will also need to create an assessment plan designed to measure student performance before (pre-assessment) and after (post-assessment) your instructional sequence. Finally, you need to analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by your students.

The following are format requirements for your work:

Your completed work must not exceed 20 pages (12 point font, one-inch margins).

You must use the cover page provided as an attachment with this document.

Do not include any student names anywhere in your completed assignment. Refer to students by number or alias.

This assignment must be submitted in narrative format with the following section headings indicated in bold print:

- 1. Contextual Information**
- 2. Unit Learning Goals**
- 3. Assessment Plan**
- 4. Pre Assessment Analysis**
- 5. Design for Instruction and Implementing Instruction**
- 6. Analysis of Learning Results**
- 7. Reflection on Teaching and Learning**
- 8. Attachments**

You must address several questions when constructing a response for each section. Each section is further described below.

1. Contextual Information

What were some important characteristics of your students and your classroom? What influences did these factors have on your selection of activities and your instructional sequence (if any)? Describe the **specific** learning needs of individual students that require you to substantially modify your instruction. You should include (but are not limited to) these factors: evidence drawn from your pretest, ethnic/cultural/gender make-up, socio-economic profile, academic performance/ability, district/community/classroom environmental considerations and students with special needs. Include factors that will help the evaluators of this assignment better understand your instructional decisions. If no modifications are made, a rationale must be stated and supported.

[Suggested total page length for **Contextual Information**: 2 pages]

2. Unit Learning Goals

List and describe all your unit learning goal(s) and objectives for this instructional sequence. How do these unit learning goals support your students' understanding of the state or district content standards addressed in this unit? Divide your list by objective type: 1) subject matter knowledge, 2) skills, 3) reasoning ability (see example below). Be sure to include a description of subject matter knowledge, skills, and reasoning ability students will gain if your unit learning goals are met. Remember, your unit learning objectives should be clearly stated, developmentally appropriate and described in terms of pupil performance, NOT activities.

Example:

District Goal: Understand the physical world

Knowledge:

1. Identify/locate seven continents and four oceans
2. etc.

Skills:

1. Develop and use map skills to find physical feature using latitude and longitude
2. etc.

Reasoning:

1. Given a map with six distinct geographical features, students will be able to evaluate the best location for building a new city.
2. etc.

[Suggested total page length for **Unit Learning Goals**: 1 page]

3. Assessment Plan

Provide a table (see Assessment Plan Table below) outlining the pre-, post- and at least 2 formative assessments to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and ultimate unit learning goal(s). List the assessments in the order in which they will be administered.

The table should include:

- A) Type of assessments (e.g., pre, formative, or post)
- B) The unit learning goals; these should come from state or district guidelines.
- C) The learning objectives; these are specific to the learning activities.
- D) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).
- E) Any modifications you had to make for specific students.

Assessment Plan Table

Type of Assessments	Learning Objectives	Format of Assessment	Modifications (if needed)
1. Pre Assessment			
2. Formative Assessment			
3. Formative Assessment (etc.)			
4. Post Assessment			

You should also provide a narrative description which:

Explains how the assessments specifically addresses each of the objectives.

Explains why you have chosen each of these assessments to attain your stated learning objectives?

Discusses the ways in which the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed.

Describes why you think your test is reliable and valid, and accurately measures knowledge, skills and reasoning ability.

It is important that you give the same pre-assessments as post-assessments, after you have finished the educational sequence.

Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as Attachment #1.

[Suggested total page length for the **Assessment Plan**: 1-2 Pages]

4. Pre Assessment Analysis

Provide a graphic representation of your pre-assessment data. Submit a graphic representation either within the text of this section, or as Attachment #2.

What did you learn about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole based on your pre-assessment data? From the selected subgroups of students (e.g., students who perform similarly on the pre-assessment)? Cite **specific** evidence from the assessment data that led you to these conclusions about the class and about the subgroups of students.

How did your analysis of the pre-assessment data influence how you designed the learning activities for your class as a whole? For the students in your subgroups?

[Suggested total page length for the **Pre-Assessment Analysis**: 1 page not including attachments]

5. Design for Instruction and Implementing Instruction

Provide a Design for Instruction Table outlining your instructional design for the unit in the order you plan to present the instructional activities.

Design for Instruction Table

Instructional Activity	Learning Objectives	Resources	Time Frame	How Assessed
A.				
B.				
C.				
D. etc.				

How do each of these activities support students' learning of the state or district standards?

Why were the activities sequenced in this way?

Discuss how the instruction addressed different multiple intelligences.

How was technology (e.g., audio-video, overhead, computers, calculators, adaptive, etc.) integrated into your activities?

Why did you include these instructional resources?

How did your actual implementation of the instruction differ from your original design for instruction? Explain the reasons for modifications (if any) of your original design for instruction. Include changes in your use of instructional resources.

What feedback did you give to students based on your analysis of their work? Refer to your written comments on the student's work and explain any other form of feedback you gave to students.

In this section, you need to select and describe 2 students in order to provide specific examples of your instruction.

Select students who performed differently on the pre-assessment (and thus are representative of different subgroups of students in your class) and have different instructional needs. The students you choose should enable you to talk about your practice. Note that selection of the higher-performing students may not be the best choice to enable you to talk about your practice.

Even though you will eventually select 2 students, it is desirable to retain the work of about 5 students. As you progress, you may find the work of other students more relevant to this performance task or may find that the students who you originally had in mind will, for some reason, not be available.

The learning activities for each of the featured students should be based on your analysis of the assessments and should meet the learning needs of each of the featured students as well as the other students in the subgroup. The kind of modification for each of the featured students will be related to your analysis of the assessments.

Who is student 1? Describe the instructional needs of this student that influenced your decision to select him/her. Provide any other relevant information that will help in understanding your subsequent instructional strategies and assessment for this student.

Who is student 2? Describe the instructional needs of this student that influence your decision to select him/her. Provide any other relevant information that will help in understanding your subsequent instructional strategies and assessment for this student.

For student 1

Learning activity and assessment for student 1 (Directly follows the pre-assessment.)

What was the learning activity for student 1 that directly followed the pre-assessment? What were the learning objective(s) for this activity? Include a description of the ways in which relevant instructional resources were integrated into your instruction.

How did your analysis of the pre-assessment guide your design of this learning activity for student 1? Cite specific evidence from student 1's pre-assessment to support your answer.

How did the instructional activities for student 1 in this learning activity address the contextual challenges you identified earlier?

How did you assess whether your activity was successful? What does your analysis of the assessment reveal about student 1's progress toward the learning objective(s)? Cite specific evidence from student 1's responses to support your answer.

What feedback did you give student 1 based on your analysis of his/her work? Refer to your written comments on the student work and explain any other form and content of feedback you gave to this student.

For student 2

Respond to the same sequence of questions as above for Student 1.

[Suggested total page length for the **Design for Instruction**: 7 pages]

6. Analysis of Learning Results

Provide a graphic representation showing the comparison between the pre and post assessments (see examples) and either insert in text in this section or submit as Attachment #3.

Calculate learning gain scores according to the learning gain worksheet and submit as Attachment #4 (see example attached).

What did your analysis of the learning results tell you about the degree to which **each** of your learning goal(s) and objective(s) were achieved for your whole class? Each subgroup of students (if applicable)? Discuss specific evidence from the pre and post assessment data to support your answer. Make sure you address and evaluate the learning of all students

What did your analysis of the learning results tell you about the degree to which **each** of your learning goals(s) and objective(s) were achieved for each of the two featured students? Discuss specific evidence from the pre and post assessment data to support your answer.

Do the assessment results accurately reflect the degree of learning students demonstrated during the classroom activities? Explain.

[Suggested total page length for **Analysis of Learning Results**: 3 pages not including attachments]

7. **Reflection on Teaching and Learning**

Based on evidence of learning from your pre and post assessment data, how and why might you teach this instructional sequence differently if you were to teach it again? Explain the reasons for your response based on evidence from the assessment data. Be sure to reflect on each learning goal.

What are two of the ways that your teaching fostered learning in your students? Cite specific evidence from student responses that lead you to this conclusion.

Based on your analysis of your teaching and student learning, what further professional development experiences will you need to support your teaching of this sequence of instruction? Explain the reasons for your response based on evidence from the student assessment data.

[Suggested total page length for **Reflection on Teaching and Learning**: 2 pages]

8. **Attachments**

Be sure to identify each of your attachments with separate dividers titled using the titles in bold given below:

- #1 **Assessments**. A copy of your assessments and scoring criteria (e.g., answer key, scoring rubric, etc.).
- #2 **Pre-Assessment Graph**. A graphic representation of your pre assessment data.
- #3 **Pre-Post Comparison Graph**. A graphic representation of your data showing the comparison between the pre and post assessment scores.
- #4 **Learning Gain Scores**. Completed calculations of pre-post score gains (see instructions on the Attachment #4 example).

Cover Page

Renaissance Group Teacher Work Sample: Analysis of Student Learning

Teacher Candidate Name: _____

Social Security #:

Date Submitted:

Name of Institution:

Attachment #4 Learning Gain Scores

Formula:
$$\frac{(\text{Post-assessment} - \text{Pre-assessment})}{(100\% - \text{Preassessment})}$$

where: pre-assessment is the **percent correct** on pre-unit assessment
 post-assessment is the **percent correct** on the post unit assessment

Example for student 1 below 70 - 45 25

$$\frac{70 - 45}{100 - 45} = \frac{25}{55} = .45 \text{ (or 45 percent of gain for student \#1)}$$

(note: student scores below are in percentage correct)

<u>Student</u>	<u>Pre Assessment Score</u>	<u>Post Assessment Score</u>	<u>Student Gain Score</u>
1	45%	70%	.45
2	50%	75%	.50
3	60%	80%	.50
4	40%	40%	.00
5	65%	70%	.14
6	90%	95%	.50
7	53%	59%	.13
8	60%	90%	.75
9	40%	95%	.92
10	42%	45%	.05
11	58%	88%	.71
12	24%	30%	.08

TOTAL AVERAGE GAIN SCORE .40 (or
 40% learning gain for entire class)