

Teacher Work Sample – Electronic Submission Document

Introduction

Student Teacher

Cooperating Teacher

School

Context of Teaching

Include the grade level, subject area of the unit, unique characteristics of the class, learning and behavioral needs of specific students, and other information that you deem important to understanding the situation. Also indicate how much leeway you have in creating a unit of your own in your student teaching setting. This will help us understand your teaching situation more fully.

Understanding by Design Stage One

Complete included template below. See annotated template on the student teaching website for reminders on expectations for Stage One completion.

Pre-Assessment

Copy/Paste pre-assessment and rubric, criteria sheet, etc here.

Analyze and interpret the results of the pre-assessment for both the whole class and for individual students. Share these results in either narrative or chart form. Include reflection on things such as: What did you learn about student prior knowledge as a result of your pre-assessment? What adjustments did you make in your unit prior to teaching in light of the pre-assessment results?

Understanding by Design Stage Two

Complete included template below. See annotated template on the student teaching website for reminders on expectations for Stage Two completion.

Copy/Paste the performance assessment and grading criteria here.

Lesson Plans

Copy/Paste long form lesson plans here.

At the end of each lesson plan (in the self-evaluation section), you should reflect on the content, methodologies used, and student performance, with special attention paid to potential modifications needed.

Include cooperating teacher feedback on each lesson plan or in a summative reflection at the end of all the lessons.

Stage 1 – Identify Desired Results

Established Goals:

What understandings are desired?

Students will understand that.

What essential questions will be considered?

What key knowledge and skills will students acquire as a result of this unit?

Students will know. . .

Students will be able to. . .

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (summary in GRASPS form):*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Student Self-Assessment and Reflection:

Reflection

Respond to the following prompts with thorough reflection and specific examples.

Student Learning Progress

1. Analyze student learning progress from the pre-assessment to post-assessment. What conclusions can you draw from whole class as well as individual results? Use data to support your conclusions.
2. Were the unit objectives met? To what extent were they met? How do you know they were met?
3. Was there a lack of progress made for the whole class or for individual students? If so, what were the factors that impeded student success?
4. Knowing what you know now, what modifications would you make to content and/or methodologies if you were to teach this unit again?

Personal Professional Growth

1. What did you learn about effective instruction as a result of this experience?
2. How has this experience changed your perception of yourself as a teacher?