Teacher Work Sample

A Capstone Project

- Learning context description
- 3-5 lesson plans
- Focus students (n=2) whose learning or performance you will analyze
- Reflection and evaluation of lessons, including analysis of assessment data from focus students
Learning context

- Describe the school climate and provide demographic data. [https://www.sCHOOLS.UTAH.gov/data/reports](https://www.sCHOOLS.UTAH.gov/data/reports)
- Go to the enrollment/membership tab
- Then Fall Enrollment by Demographics—choose the most recent
- Then go to the school tab of the Excel file

- Provide specific details about your class including the grade level, subject, number of students and any special learning needs that must be addressed in your classroom (English language learners, students with disabilities, gifted students, etc.). Do not use students' real names.

- Describe what you know about your students' prior knowledge, academic ability, and personal backgrounds and interests in relation to your unit focus. Indicate how you acquired the information (e.g., unit pretest, file review, interviewing students etc.). Explain how your knowledge of your students informed your lesson development during the planning process.

Lesson plans

- Provide 3-5 lesson plans that represent a unit of study and is based on the Utah standards. Include the following:
  - Title, grade level, content area, core standards, objectives literacy standards, academic language/vocabulary, resources, time required, etc.
  - Provide a rationale/reason for the methods you used. What is the evidence you used to justify teaching these lessons in the way they were taught? Discuss the research, theory, or professional learning that informed your decision to use the methods in these lessons.
  - Describe instructional procedures in detail.
  - Indicate how you will differentiate your instruction and assessment for English language learners, students with disabilities or gifted students, and what accommodations you are providing for students who have IEP's or 504 plans. Accommodations and differentiation are different. No names.

- Describe your assessment plan and provide the assessments themselves.
Please note

Academic language/vocabulary

List the academic language students must know or learn in order to engage with the content and meet the learning objective. There are two types of academic language you should describe:

1. The language skill needed to engage with content in your discipline. For example, will the students need to analyze, summarize, evaluate, synthesize, etc.?

2. The discipline-specific vocabulary students must know or learn in order to demonstrate content literacy. For example, an English student may need to know terms like thesis statement, figurative language, or details; a science student may need to know terms like beaker, experiment, or atom.

Focus students

Pick two focus students from whom you will collect artifacts and whose learning you will analyze in greater detail. Do not use names.

One student should be one who needs more support and the other should be one who needs less support.

Provide a short description of the students you have chosen in terms of what you know about each student’s prior learning, academic ability, and personal background.

Discuss how your knowledge of the students informed your approach to teaching the students.
Reflection and evaluation

Analyze student learning and describe how well students met the learning objective(s) based on the assessment(s).

How did students perform on the assessment?

Based on the assessment data, what changes need to be made to subsequent lessons?

For each lesson, describe instructional decisions you made during instruction. These may have been made due to time constraints, student needs, or other alterations necessary to maximize the learning experience. What did you do differently than planned (may be annotated and/or described)? Why was the change made?

Finally, write a reflection on the quality and success of the lesson. What did you do well? What did you learn? Indicate how you might modify the unit in the future.

Details


Submit in your student teaching seminar course on Canvas: SCED 5500, FCSE 5500, ART 5500, ASTE 5500, BUSN 5500, THEA 5390, PEP 5500, TEE 5500, ASTE 5500, ELED 5250.

There is a rubric for scoring, but you do not need to earn a perfect score to pass student teaching. The rubric is your friend!

BUT, you must complete all parts the Teacher Work Sample in order to pass student teaching, earn a score of at least 28 (out of 39) with no scores of 0 or 1 (on a 0-3 point scale).
Due date

- Due dates are in your student teaching seminar course. An early due date allows for time to revise and resubmit, if necessary. Some secondary seminar leaders may have different due dates.

- If you do not score at least 28, you will be required to revise and resubmit. If changes needed are minor, you won't have to start over. If the changes are major, you may be asked to start fresh with the Teacher Work Sample.

Exemplars

- [http://teal.usu.edu/undergrad/teacher_work_sample/index](http://teal.usu.edu/undergrad/teacher_work_sample/index)
Questions?

- Contact Sylvia Read if you have questions.
- sylvia.read@usu.edu