

Guidelines for the Teacher Work Sample—Elementary Education

A teacher work sample is a set of 3-5 or more lessons (commonly called a unit) that integrate two or more subject areas (for example, reading and math, or writing and science) in one grade level along with background information, assessment data, and a reflection on the data and the lessons. For your teacher work sample, you will provide the following (a template is provided in a separate document). A scoring rubric is also provided separately. Note that professional writing is expected.

- 1. Learning context:** Include information about the class, school, community, and the diversity represented within the school and within your particular class. Describe the school climate and mission statement. 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.). If any students require learning accommodations for an IEP or 504 plan, indicate the number of students requiring these accommodations and provide specific details about the learning needs of the students and the accommodations each student receives. If no students in your class have IEP or 504 plans, indicate so.

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.

- 2. Focus students:** Pick two focus students from whom you will collect artifacts and whose learning you will analyze in greater detail. One student should be one who needs strong 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.

- 3. Lesson plans.** Provide 3-5 consecutive lesson plans that represent a unit of study that is based on the Utah standards. Include the following:
 - Provide a brief, but descriptive title of each of your lessons.
 - List the appropriate content area and grade level(s)
 - List the approximate time needed to complete each entire lesson
 - Provide a rationale 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 (e.g., inquiry-based learning, explicit teaching, gradual release of responsibility).
 - List Utah Core standards addressed in this lesson.
 - List literacy standards associated with this lesson, if applicable.
 - 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:
 - The language *skill* needed to engage with content in your discipline. For example, will the students need to analyze, summarize, evaluate, synthesize, etc.?

- 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.
 - List, attach, and justify all materials and resources needed to teach this lesson. One lesson must use a technology tool. Describe it here and justify its use.
 - Provide overall lesson objectives or objectives for each lesson activity. The objectives should describe what students should know or be able to do. You must provide a reference to a specific Utah Core objective for each lesson objective.
 - Describe instructional procedures. Provide a detailed description of instructions and lesson procedures. There should be enough detail so that a substitute teacher or a teacher from another subject area can use this lesson plan to teach this lesson without asking you for additional information or clarification.
 - Indicate how you will differentiate your instruction and assessment for English language learners, students with disabilities or gifted students, **and** what accommodations they are providing for students who have IEP's or 504 plans. Every student listed in section 1, Learning Context, must be accounted for in this section. Students who have IEPs or 504 plans must be provided with the accommodations noted in their file. Be specific about which students (use first names only) will receive accommodations and what those accommodations will be.
 - Describe your assessment plan. How will you measure or evaluate whether or not students have met the objective(s) for the unit? Indicate how you will measure or evaluate, at various points in the unit, whether or not students are meeting the objective(s). Describe how you will utilize both formative and summative assessment to monitor students' learning. Attach the pre- and post-assessments that you will give your students in order to measure their growth. In other words, explain how your planned assessments will provide evidence as to where students are in relation to meeting the unit objectives.
- 4. Reflection and evaluation of lessons, including analysis of assessment data.** 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.