

To successfully complete a Level IV Teacher Work Sample the student must be able to:

Teaching Process: Contextual Factors

Standard: The teacher uses information about the learning/teaching content and student individual differences to set learning goals, plan instruction, and assess learning

Level I	Level II	Level III	
			Knowledge of community (Geographic location, community, stability of community, community support for education, etc.)
			Knowledge of school district (District and school web sites, etc.)
			School factors (School population, socio-economic profile, race/ethnicity, school rules and discipline policy, etc.)
			Classroom factors (Physical features, availability of equipment, classroom rules and routines, grouping patterns, scheduling and classroom arrangement, parental involvement, etc.)
			Student characteristics (Age, gender, race/ethnicity, special needs, achievement/development levels, interests, culture, language, etc.)
			Student's varied approaches to learning (Different ways that students learn, learning styles, learning modalities)
			Knowledge of students skills and prior learning relevant to the learning goals
			Implications for instructional planning and assessment (Candidate provides appropriate implications for instruction and assessment based on student individual differences, community, school, and classroom characteristics)

Teaching Process: Learning Goals**Standard: The teacher sets significant, challenging, varied, and appropriate learning goals.**

Level I	Level II	Level III	
			The teacher candidate selects and can justify unit learning goals that will guide the planning, delivery, and assessment of a 3-4 week unit of study
			Significance, challenge and appropriate learning goals (Goals reflects several types or levels and reflect high expectations for student understanding and application of knowledge, etc.)
			Clarity (Goals are clearly stated as learning outcomes)
			Appropriateness for students (Developmentally appropriate and meet the needs of most students)
			Alignment with national, state or local standards

Teaching Process: Assessment Plan**Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction**

Level I	Level II	Level III	
			Design an assessment plan to monitor student progress toward the learning goals.
			Design pre- and post-assessments that are aligned to the learning goals.
			Plan for formative assessment to determine student progress during the unit of study.
			(The assessment plan includes multiple modes, including performance assessment, lab reports, research projects, etc. Construct a table that lists each learning goal, assessments used to judge student performance relative to the learning goals and adaptations of the assessments.)
			Analyze the results of the pre-assessment. (Relative to the learning goals)
			Depict the pre-assessment results in a graph or chart.
			Technical soundness of assessment plan (Validity of the assessments for measuring the learning goals is provided. Scoring procedures are clearly explained and reliable items and prompts are clearly written)
			Adaptations based on the individual needs of the students (Adaptations to assessments are appropriate for individuals)

Teaching Process: Design for Instruction**Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts**

Level I	Level II	Level III	
			Describe the unit of instruction related to unit learning goals, student characteristics and needs, and learning contexts (Using a block plan format provide an overview of the entire learning unit. Include the lesson topic or activity being planned for each day and the goal(s) being addressed. All learning goals are covered in the design.)
			Alignment with unit learning goals (All lessons are explicitly linked to learning goals)
			Accurate representation of content (Content is accurate, where appropriate teacher makes connections from content to other content areas)
			Lesson and unit structure (Clearly defined structure, all lessons, activities and assignments appear to be useful in moving the student towards achieving the learning goals)
			Use of a variety of instruction, activities, assignments, and resources
			Use of contextual information and data to select appropriate and relevant activities, assignments, and resources (Instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student)
			Plan for formative assessment (Assess student learning during and/or following the activity)
			Use of technology (Integration)

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Teaching Process: Instructional Decision Making

Standard: The teacher uses on-going student analysis of student learning to make instructional decisions

Level I	Level II	Level III	
			<p>Provide two examples of instructional decision-making based on student's learning or responses. (Modify original design for instruction)</p>
			<p>Sound professional practice (Likely to lead to student learning)</p>
			<p>Congruence between modifications and learning goals</p>

Teaching Process: Analysis of Learning Results**Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement**

Level I	Level II	Level III	
			Whole class - analyze data to report the performance of the whole (aggregated) class. Provide a graphic representation to compare pre- and post-assessment results for each learning goal. Explain what the graph illustrates and why you think students performed this way.
			Subgroup - select a group characteristic to analyze (e.g. gender, performance level, socio-economic status, language proficiency, or other attributes of diversity) Form a subgroup (disaggregated) based on that distinguishing characteristic. Explain why it is important to understand the learning of this particular subgroup in relation to one significant learning goal.
			Use disaggregated data to draw conclusions about the extent to which the subgroup attained the two learning goals. Provide a graphic representation to compare pre- and post-assessment results for the two goals. Explain the graph.
			Select two students who represent different levels of performance. Explain the learning of these two particular students in relation to two significant learning goals. Draw conclusions and show student work to support your response.

Teaching Process: Reflection and Self-evaluation**Standard: The teacher uses on-going student analysis of student learning to make instructional decisions**

Level I	Level II	Level III	
			Write a narrative reflecting on instruction and student learning in which you describe two instructional strategies or activities that contributed most to student learning. (Describe why you think these strategies and/or activities were effective.)
			Reflect on improving your practice. (Describe two greatest barriers to learning.)
			Reflect on your teaching performance. (Assess your teaching performance in this unit relative to the seven teacher work sample standards.)
			Select and discuss your most significant learning insight for teaching this unit. (Provides ideas for redesigning instruction and explains why these modifications would improve student learning and effective instruction)
			Write a narrative evaluating your effectiveness as an instructor and assess the extent to which you met the work sample standards, focusing specifically on your key areas to strength and weakness. (Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction)
			Reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g. attitudes, values, and beliefs) would improve your performance in teaching this unit. Identify specific professional endeavors that would improve your performance. (Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section; describe plans for meeting these goals)