



**Teacher Work Sample**  
*Outline and Rubric*

## Overview

As a student teacher, you must complete a Teacher Work Sample (TWS). The purpose of the TWS is to connect your teaching to the learning of your K-12 students. The TWS is based on the Colorado Performance Based Standards for Teachers. The TWS enables you to document the application of knowledge and skills to teaching and to analyze. You will reflect upon both the teaching and learning that occurs. Each TWS contains specific segments that are required components, and you are responsible for preparing it as evidence of professional competence. Ultimately, the TWS is reviewed holistically by your student teaching supervisor and is part of your student teaching evaluation.

### The Rationale

The purpose of developing and implementing a Teacher Work Sample is to learn the strategies and habits a successful teacher must develop and use. As you engage in the work of the Teacher Work Sample, you will plan, adjust and implement an instructional unit for a specific set of students so that they all may learn. After teaching the unit, in order to foster continuous growth, you will analyze the results and reflect on the experience.

### Your Assignment

**Design and teach a unit including the following TWS elements:**

Table of Contents

1. Context
2. Unit Rationale and Unit Overview
  - a. Unit plan
  - b. Lesson plans
3. Assessment
  - a. Pre-assessment
  - b. Formative assessment strategies
  - c. Summative post-assessment/s
  - d. Embedded Assessment
4. Analysis of pre-assessment data and adjustment to plans
5. Instruction
6. Analysis of student learning
7. Reflection
8. Examples of student work (scanned copies or digital photos work well)

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## Technology for Teacher Work Sample

- Create the teacher work sample in Microsoft Word. Initially, keep separate files and label them by section number/section name (OTOC, 1Context, 2a Rationale, 2b Overview, and 2c Lesson).
- **The final version of the TWS should be saved in one PDF file or as a PDF Portfolio file. You may use Adobe Acrobat Professional to combine documents. This program is available on all of the CU Boulder computer labs. Students may also download a free 30 day trial at the end of the semester at <http://www.adobe.com/products/acrobatpro/tryout.html>.**
- Save the final PDF on a CD and label the CD as instructed below.
- Give this CD to your university supervisor to submit to Jill Perry. The TWS should be submitted no later than the second week of May (spring student teachers) or the second week of December (fall student teachers).

### Label the disk with the following information:

- Student's name (Firstname and Lastname)
- Content area
- Semester (Term and year, such as Fall 2011)
- Please put disk in a sleeve – not a hard plastic case. Our office will discard the hard plastic cases.

### Content to include on disk

Please include the following in one PDF file or as a PDF Portfolio file (LastName\_FirstName\_TermYear.pdf such as (Smith\_Joe\_Fall 2011.pdf):

0. Table of Contents
1. Context
2. Unit Rationale and Unit Overview
  - a. Unit plan
  - b. Lesson plans
3. Assessment
  - a. Pre-assessment
  - b. Formative assessment strategies
  - c. Summative post-assessment/s
  - d. Embedded assessments
4. Analysis of pre-assessment data and adjustment to plans
5. Instruction
6. Analysis of student learning
7. Reflection
8. Examples of student work (scanned copies or digital photos work well)

**1. Context** - Describe the context in which the teaching and learning are to occur.

**TWS Objective**

The teacher is able to use information about the teaching-learning context and student individual differences to set learning goals, plan instruction and assessment.

**Rationale**

Knowledge gained from studying the context will help to inform and influence your work with students.

**Task & Proficiency**

Explain how relevant factors may affect the teaching/learning process. Include 3- 5 characteristics of context, choosing at least one from each of the categories below. Also explain how each of the factors you chose will influence your instructional decisions. That is, how does knowing your school, classroom, and students influence your planning and teaching this unit?

- At least one factor from **Students**, **Classroom**, and **School is described in detail**.
- **Implications** for teaching and learning are explained for **each** factor described.

**Context-Related Factors**

**Students**

Interests  
Gender  
Race/Ethnicity  
Special needs  
Culture  
Language  
Socio-economic status

**Classroom**

Achievement levels  
Developmental levels  
Multi-age grouping  
Instructional grouping (e.g. tracking)  
Skill levels  
Learning styles/modalities

**School**

Scheduling (e.g., block)  
Team teaching  
School culture  
School focus  
School location

**SUGGESTED PAGE LENGTH 1-2**

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**6.2, 6.3**

**2. Unit Rationale and Unit Overview** - Describe the sample of teaching and learning. Identify the standards-linked learning outcomes to be accomplished within this sample.

**TWS Objective**

The teacher is able to provide a rationale and an overview for the entire unit, setting significant, challenging, varied and appropriate learning goals and objectives. The teacher is able to match the goals and objectives to district, state and national standards

**Rationale**

- Writing a unit rationale will help you to clearly identify why it is important for students to learn the content of this unit.
- Developing a unit overview will provide a flexible plan that clarifies and outlines the alignment of major parts of the unit, as well as general instructional strategies.

**Task & Proficiency**

- a. Unit Plan - Develop an initial map of your unit.  
Curriculum map includes the goals, objectives, instructional strategies, and assessments of your unit and matches them to district and/or state standards.
- b. Lesson Plan - Explain how your plan for instruction relates to unit goals, student characteristics, and the specific learning context.
  - The rationale and narrative overview answers the following questions:
    - o Why will your students care about doing this unit?
    - o Where does this unit fit into the curricular context of the course/class?
    - o How will the unit objectives, assessment strategies, and instructional strategies enable students to achieve the unit goals?
    - o What research-based evidence supports the instructional and/or assessment strategies of the unit?
  - Include a list of sources.

**SUGGESTED PAGE LENGTH 1 - 2 + Curriculum Map**

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**3.1, 4.1**

## Unit Organizer

BLANK SAMPLE COPY

**Unit:**

**Unit Goals:**

(Unit goals could be stated as essential questions)

<b>Standards</b> Which district or CMCS standards are you addressing in this unit?				
<b>Unit Objectives</b>	<b>Content</b> What do you want your students to KNOW?			
	<b>Skills</b> What do you want your students to be able to DO?			
<b>Assessment</b> How will you find out what your students know and what they can do?	Pre-assessment  General description of task(s)	Formative assessments  General description of task(s)	Post-assessment  General description of task(s)	
<b>Instruction</b> What instructional strategies might you employ?				
<b>Materials and Resources Needed</b> e.g., videos, texts, AV equipment, etc.				
<b>Teaching Logistics</b> e.g., classroom space, permissions, calendar/scheduling issues, use of library or computer lab, etc.				
<b>Differentiation Strategies</b>				
<b>Culturally Responsive and Inclusive Teaching</b>				

## Unit Organizer

SAMPLE COPY SECONDARY

**Unit:** Romeo and Juliet, 9<sup>th</sup> grade

**Unit Goals:** Students will read, discuss, analyze and ultimately come to a critical, yet personal understanding of Shakespeare's Romeo and Juliet.

**Essential question:** Who is at fault for the tragedy of *Romeo and Juliet*?

<b>Standards</b> Which district or CMCS standards are you addressing in this unit?		R&W1, specifically: use a full range of strategies to comprehend literature R&W2, specifically: support an opinion using various forms of persuasion in writing; select a focused topic and draft, revise, edit, and proofread a legible final copy R&W3, specifically: use manuscript forms specified in various style manuals for writing, refine spelling and grammatical skills and become a self-evaluator of writing and speaking R&W4, specifically: recognize author's point of view, purpose, and historical and cultural context; know what constitutes literary quality; critique the content of written work and oral presentations		
<b>Unit Objectives</b>	<b>Content</b> What do you want your students to KNOW?	Poetic language is complex but accessible with a bit of effort. Basics of the play: plot, characters, themes, symbols, etc. How to define critical, yet personal understanding from Shakespeare's language. Understanding of the complex social worlds that underlie the play. How the tragic form facilitates meaning.		
	<b>Skills</b> What do you want your students to be able to DO?	Approach Shakespeare's poetry with confidence. Read and understand Shakespeare's language. Discuss basics of the play as well as students' various interpretations and ideas about themes, symbols, etc. Develop individual and personal understandings of sections of the play and of the play as a whole. Read sections of the play individually and interpret them in writing. Build a persuasive argument in response to the unit essential question using effective textual evidence to support claim.		
<b>Assessment</b> How will you find out what your students know and what they can do?	<b>Pre-assessment</b> Individual analysis of Prologue OR Informal presentations of group analysis of prologue	<b>Formative assessments</b> Written responses, informal group presentations, student contributions to discussions, students' interpretations of the play in Shakespeare improvisation, comparisons between text and film from student writing and from discussion, critical reader's packet	<b>Post-assessment</b> Individual written analysis of sections of the play.	
<b>Instruction</b> What instructional strategies might you employ?	Individual or group analysis of the prologue, whole-class reading/discussing, small-group discussion, whole-class discussion, written responses, individual reading, Shakespeare improvisation, viewing of a movie version of the play			
<b>Materials and Resources Needed</b> e.g., videos, texts, AV equipment, etc.	The film, Romeo and Juliet and a VCR or LCD projector Shakespeare improvisation character name tags and props Literature text book Critical reader's packet for each student			
<b>Teaching Logistics</b> e.g., classroom space, permissions, calendar/scheduling issues, use of library or computer lab, etc.	Computer lab for working on post-assessment Permission form for movie (need to check rating and school policies) Check calendar for assembly schedule on day 5 of unit Mini-auditorium use for Shakespeare improvisation days?			

## Unit Organizer

SAMPLE COPY ELEMENTARY

**Unit:** Japanese Internment in Colorado during WWII- An integrated social studies unit for 4<sup>th</sup> grade

**Unit Goals:** Students will analyze primary and secondary sources in order to understand the reasons behind, the actualities of, and the consequences that resulted from the WWII internment of Japanese Americans in camps like the one in Granada, Co.

**Essential Questions:** Why did the U.S. government assign Japanese Americans to relocation/internment centers? Could a similar relocation effort happen today?

<p><b>Standards</b> Which district or CMCS standards are you addressing in this unit?</p>		<p>History 1- Students can organize chronologically significant events in Co. history and can explain cause &amp; effect relationships between events. History 2- Students can identify primary and secondary sources and the uniqueness of each. Students can apply their understandings of past events to the analysis of present day issues. History 3- Students can describe the history, interactions, and contributions of various people and cultures that have lived or migrated to Co. Geography 1- Students can read and interpret information from maps, photographs, graphs, and models. Students can accurately utilize geographic vocabulary such as location, direction, scale, movement, etc.</p>
<p><b>Unit Objectives</b></p>	<p><b>Content</b> What do you want your students to KNOW?</p>	<p>The history of Japanese Americans in the West and in Colorado. Historical data surrounding the internment of Japanese Americans, pre-WWII tensions between Anglos and Japanese Americans, the effect of Pearl Harbor on policy making, the actual orders for internment, the realities of the camps, restitution attempts and claims in the post WWII era, etc. Basic geographic understanding of the location of the camps in the West and in Colorado.</p>
	<p><b>Skills</b> What do you want your students to be able to DO?</p>	<p>How to recognize and utilize primary and secondary sources from the time period. Construct accurate and illustrative chronologies (timelines) of the events surrounding the internment of Japanese Americans. Understand the often-detrimental relationship between peoples' prejudicial beliefs and their actions. Connect historical data to contemporary debates/phenomena (e.g. Which individual rights should be given up in times of war?).</p>

<p><b>Assessment</b> How will you find out what your students know and what they can do?</p>	<p><b>Pre-assessment</b> Students write down everything they know about Japanese -Americans in Colorado and what they know about WWII-or- Students are given age-appropriate version of Executive Order # 9066 and asked to write down their thoughts (i.e., Whether this document is real, where this might have happened, etc)</p>	<p><b>Formative assessments</b> Accuracy of chronology and events contained on student-created timelines, accuracy of the student-created maps for the internment camps, anecdotal records of student involvement in discussions (e.g. Three Groups lesson), Primary source assessment- students describe accurately whether or not a diary constitutes a primary or secondary source, photographic analysis, newspaper editorial analysis</p>	<p><b>Post-assessment</b> Imaginative entry: Students either create a journal that captures the experiences of a person sent to an internment camp or creates a role-play scenario (individual or group) that captures the experiences of camp internees.</p>
<p><b>Instruction</b> What instructional strategies might you employ?</p>	<p>Individual and group work around the creation of timelines and maps (e.g. having students create individual timelines of their lives and maps of their community and then having groups research and create timelines and maps of internment), individual writing tasks around issues of prejudice and discrimination, whole class discussions, interactions with primary and secondary sources and artifacts from the era, watching documentary videos and considering images/artwork produced about internment.</p>		
<p><b>Materials and Resources Needed</b> e.g., videos, texts, AV equipment, etc.</p>	<p>Book- <u>Go To The Source: Discovering 20<sup>th</sup> century U.S. history through Colorado documents</u>, <i>Days of Waiting Video</i>, various picture books (see Calendar for list), Timeliner software, Colorado State and County Maps, Japanese American trunk from Colorado Historical Society, Copy of Sunday Lifestyles section of Denver Post (February 16, 2003), Photos of Amache from Colorado Historical Society Archives and Western History Archives.</p>		
<p><b>Teaching Logistics</b> e.g., classroom space, permissions, calendar/scheduling issues, use of library or computer lab, etc.</p>	<p>Permission slips for viewing <i>Days of Waiting</i> (rated G but still traumatic scenes), computers for Timeliner software, props and artifacts for final presentations, reserve Japanese American Artifact Trunk from Colorado Historical Society.</p>		

**3. Assessment - Develop an integrated assessment plan that is aligned with the learning outcomes of the work sample.**

**TWS Objective**

The teacher will use multiple assessment modes and approaches aligned with learning goals and objectives to facilitate and assess student learning before, during and after instruction.

**Rationale**

Pre-assessment and formative assessment data can help you identify areas for modification and provide instructional direction. Summative assessment provides measurable evidence of student learning.

**Task & Proficiency**

Design an assessment plan to monitor student progress toward unit goal(s) and objectives. Use multiple assessment modes. The assessments should authentically measure student learning and may include a variety of performance-based tasks, paper-and-pencil tasks or personal communication. Describe how your assessments are appropriate for facilitating and measuring learning.

**a. Pre-assessment**

Create a pre-assessment instrument to survey the student knowledge and understanding Of the content you will teach. Include the following:

- Why you chose this form of assessment
- How you will use the pre-assessment results to guide your planning and instruction? A clear description of how assessment will measure student knowledge is included.
- A copy of pre-assessment is included.

**b. Formative assessments**

- Formative assessment strategies as they relate to the unit objective(s) are described.
- A clear description of how assessment will measure student knowledge and facilitate understanding is included.

**c. Summative assessment(s)**

- A copy of the summative assessment(s), rubric or scoring guide, if necessary, is included.
- One or two unit objectives for later analysis are identified. Indicate which part(s) of the summative assessment(s) will address this objective(s). Consider focusing on one content and one skill objective.
- A clear description of how assessment will measure student knowledge and facilitate understanding is included.

**d. Embedded Assessment:**

You must determine student knowledge and understanding during instruction.

- Explain how you will go beyond listening, observing, and discussing in order to
- Determine on-going student understanding during instruction. This might include:
- Running records, anecdotal evidence, check lists.
- Specifically, how will you require students to demonstrate their understanding
- During instruction?

**SUGGESTED PAGE LENGTH 2-5**

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**3.1, 3.2, 3.3, 3.8, 4.1, 4.2, 6.1**

**4. ANALYSIS OF PRE-ASSESSMENT-DATA AND ADJUSTMENTS TO PLANS**

- Assess the status of students prior to instruction, and analyze this data with respect to the post-instruction outcomes.

Adjust one's initial assessment plan based on information from the pre-assessment results.

**TWS Objective**

The teacher will administer a pre-assessment and evaluate the pre-instructional status of the students. The teacher identifies appropriate adjustments to be made based on the assessment results.

**Rationale**

A teacher needs to know the general status of students' achievement in relationship to his/her planned unit activities in order to determine if/how to make adjustments to the plan.

**Task & Proficiency**

1. Administer the pre-assessment to determine the level of students' knowledge, skills, and/or understandings and summarize the results
  - Results of pre-assessment are organized in a format that shows patterns of student performance relative to the learning goals/objectives. (This may be presented as narrative, as a graph, or with bullets)
2. Provide specific information regarding instructional decision-making based on students' prior learning and on results of the pre-assessment. Consider adjustments to learning expectations, instruction, and/or assessment. Consider strategies such as differentiation, individualization, and/or remediation.
  - Analysis and summary of implications for instruction, with notes of what students already know or do not know about the learning objectives, is included.
  - All adjustments made are explained and justified.

**SUGGESTED PAGE LENGTH 2 - 4**

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**3.3, 3.4, 3.5, 4.1, 4.3, 6.2, 6.3, 6.6**

**5. Instruction - Plan and implement an instructional unit based on the learning outcomes to be accomplished.**

**TWS Objective**

The teacher will implement a standards-based instructional unit that is attentive to both student needs and learning contexts.

**Rationale**

A teacher needs to develop daily plans for sequence, method, and content in order to form good teaching habits.

**Task & Proficiency**

1. Provide detailed lesson plans for the completion of this standards-based unit

(This includes a minimum of eight lessons.)

- Inclusion of a plan for each lesson taught. You may use any format but it must include:
  - Rationale
  - List or description of materials to be used (include copies when appropriate)
  - Standards, goals, and/or objectives addressed by the lesson
  - Introduction to the lesson
  - Outline of procedures/steps/activities
  - Plans for individualization
  - Assessment (formative assessments for daily checks including tasks, directions and scoring procedures)
  - Samples of student work that relate to the lesson (where appropriate)

2. Include written reflections about issues related to both student learning and teacher growth.

- Reflections include what happened, why, *so what*, and *now what*?

**SUGGESTED PAGE LENGTH** The length of this section will vary

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**3.5, 3.8, 4.1, 4.2, 4.3, 6.1, 6.2**

## Lesson Plan

**Day:**  
**Length of Lesson:**  
**Rationale:**

**Standard(s) Addressed:**

**Lesson Objectives Addressed:**

**Materials:**

**Opening/Anticipatory Set:** \_\_\_\_\_ minutes / \_\_\_\_\_-\_\_\_\_\_

**Activities/Procedures:** \_\_\_\_\_ minutes / \_\_\_\_\_-\_\_\_\_\_

**Culturally Responsive/Inclusive Strategies:**

**Differentiation:**

**Adaptations/Individualization:**

**Assessment:**

**Closure:** \_\_\_\_\_ minutes / \_\_\_\_\_-\_\_\_\_\_

**Reflection:**

**6. ANALYSIS OF STUDENT LEARNING** - Give summative assessment; and calculate, summarize, and interpret results in relation to results of pre-assessment.

**TWS Objective**

The teacher is able to summarize and interpret pre, formative, and post (summative) assessment data to profile student learning and communicate information about student progress and achievement.

**Rationale**

Interpreting assessment results is how a teacher can know how students' learning is related to the instructional strategies used.

**Task & Proficiency**

1. Create a graph/table of assessment results for the entire class. Create a second graph for a sub-group (e.g. gender, language proficiency, grade level) of your class. For each, include assessment data related to the one or two learning objectives you selected in Part 3.
  - A table that shows pre-assessment and summative assessment results for each targeted objective for all students is included.
  - A table that shows pre-assessment and summative assessment results for each targeted objective for a subgroup is included.
2. Write a thorough summary of conclusions you can draw from your data analysis. Be sure to include explanation of subgroup results. Explain why it important to understand issues surrounding this subgroup.

Use the following questions to guide your exploration and analysis of the data:

- On which objective/s were students most/least successful and why?
- Did you notice any significant patterns in how particular subgroups of students performed on any particular objective (e.g. did males do better than females on a particular objective? Did Special Education students struggle more?) How do you account for any noticeable differences?
- If you used multiple assessments to measure performance on a particular objective, on which assessment(s) were students most/least able to show they had met that objective? Why?

**SUGGESTED PAGE LENGTH 1 – 3 pages, including Table**

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**3.3, 3.4, 5.7, 6.6, 7.2, 7.3, 7.4, 7.5**

**7. Reflection** - Considering the context in which teaching and learning occurred, the unit strategies employed, and the student results, reflect on your professional effectiveness and development.

**TWS Objective**

The teacher will be able to reflect on his or her teaching practice as it relates to student learning. The teacher will be able to identify specific steps to take to improve his or her teaching practice.

**Rationale**

Reflecting on the implications of your data analysis can help a teacher improve his/her development as a teacher and identify areas for future growth.

**Task & Proficiency**

Focusing on what went well and on what students learned, reflect on how your instructional decisions affected the learning outcomes. Also write about specific instructional goals for your growth as a teacher.

**Reflection addresses the following questions:**

- In what way(s) was the overall design of your unit effective?
- If you were to teach this unit in the future, how might you approach your planning, instruction, and assessment?
- What have you learned about your teaching practice and your identity as a teacher as a result of completing the analysis of student learning?
- What might be some specific steps to take in the near future to improve and continue your development as a teacher?

**SUGGESTED PAGE LENGTH 2 - 3**

**Standard elements of Performance-Based Standards for Colorado Teachers satisfied**

**3.4, 5.4, 5.7, 5.9, 6.6, 7.3, 8.4, 8.5**

## APPENDIX A

### **Questions to Consider When Designing a Pre-Assessment Instrument**

#### **What will my pre-assessment look like?**

- How does defining the context in which teaching is to occur assist me in designing the pre-assessment instrument?
- Does my pre-assessment directly measure my unit goals and objectives?
- Does my pre-assessment contain a variety of types of questions that will measure skills, facts and conceptual understanding?
- Does my pre-assessment provide students with a variety of ways to demonstrate their knowledge?

#### **What will my pre-assessment tell me about my students?**

- What do my students already know about this topic?
- If most of my students are completely unfamiliar with this topic, how can I redesign this pre-assessment to identify a valid starting point for my instruction?
- If most of my students are very knowledgeable about this topic, how can I redesign this pre-assessment to identify a valid starting point for my instruction?
- What is the range of student knowledge/skills related to this topic and how can I accommodate for that range?
- At what level are my students beginning this unit in terms of their skills, facts and conceptual understanding?
- What are the skills, facts and conceptual understandings that students will need to begin this unit? In other words, what am I counting on my students knowing or being able to do as they begin this unit?
- How does defining the context in which teaching is to occur assist me in analyzing the pre-assessment results?

#### **How will my pre-assessment help me with unit design and implementation?**

- Are my unit goals and objectives appropriate?
- Where should my instruction begin?
- How can I accommodate for students who know very little about this unit and for those who are more familiar and knowledgeable about this unit?
- How can I differentiate instruction as I teach for skill development, attainment of factual information and demonstration of conceptual understanding?
- What are the skills, facts and conceptual understandings that students will learn during this unit?
- In other words, what will students need to know in order to satisfactorily complete this unit?
- How does defining the context in which teaching is to occur assist me in using the pre-assessment to inform unit design and implementation?

## **APPENDIX A**

### **Questions to Consider When Designing Formative Assessment Strategies**

- How will specific unit goals and objectives be addressed?
- How will I assess conceptual understandings and higher level thinking?
- How will I use the assessment to individualize?
- How will I use performance-based assessment strategies?
- What form will a rubric take?
- How will I get data from the 1- 2 objectives which I will closely examine?

### **Questions to Consider When Designing Formative Assessment Strategies**

- How will I monitor partial progress?
- How will formative assessments tell me how much students are progressing toward unit goals and objectives, those to be analyzed in particular?
- At what points in the unit will formative assessments be most beneficial?

## TEACHER WORK SAMPLE GLOSSARY

<b>Curriculum Map</b>	An advance sketch/outline of the main components necessary to complete a unit. These include content and skills descriptions; Standards; goals and/or essential questions covered; instructional strategies employed; assessment description; materials and resources required; and miscellaneous teaching factors/logistics.
<b>Embedded Assessment</b>	A method for measuring knowledge and ability where evaluations are part of the learning activity rather than happening after the fact.
<b>Essential Questions*</b>	<p>A large learning goal written in the form of a question; students will be able to thoroughly answer this question upon completion of the unit (e.g. <i>"Why do humans engage in war with neighboring countries?"</i>).</p> <p><i>* Note: For your Teacher Work Sample, you may include goals, essential questions, or both.</i></p>
<b>Formative assessment</b>	Assessments, often in the form of informal checks for understanding, that allow a teacher to determine the pace and content of daily lessons.
<b>Goals*</b>	The larger purposes of a unit: what the students will understand upon completion of it (e.g. <i>"Students will understand how the systems of the body function."</i> ).
<b>Lesson</b>	<p>The teaching of a smaller portion of a unit's larger goals. A lesson focuses on one or two objectives and takes anywhere from a portion of a class period to perhaps two or more periods. You may use any lesson plan format or "labels" (see samples), but at a minimum, each lesson must include:</p> <ul style="list-style-type: none"><li>• Objective/s</li><li>• Approximate amount of time</li><li>• Materials needed</li><li>• Teacher actions (including "setting up" this learning)</li><li>• Student actions</li><li>• Any handouts associated with the lesson</li><li>• Plans for assessment</li><li>• Plans for differentiation and/or accommodation</li><li>• Closure</li></ul>
<b>Objectives</b>	Knowledge or skill addressed in a lesson/s (e.g. <i>"Students will be able to multiply two-digit numbers."</i> ).
<b>Pre-assessment</b>	An assessment, formal or informal, to determine how much students currently know in relationship to proposed unit objectives. Results from a pre-assessment may direct a teacher to adjust unit plans.

## TEACHER WORK SAMPLE GLOSSARY

<b>Post assessment</b>	The large-scale activity/activities that reflect whether or not students have mastered the unit objectives. This may be a test or a performance assessment.
<b>Standards</b>	The appropriate Colorado Model Content Standards covered by this unit.
<b>Unit</b>	A label for a series of lessons that support student understanding of larger concepts or ideas in a particular subject. The amount of time of a unit may vary, based on length of each lesson, remediation, grade level, and other contextual factors. Generally, in a single-period format or the equivalent amount of time, a unit may last from one to three weeks. Your Teacher Work Sample will include a <b>minimum of eight (8) lessons</b> .