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**WORK SAMPLE CRITERIA**  
**Willamette University School of Education**

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During your practicum and full-time student teaching, you will be responsible for preparing two MAT work samples, each a unit of related lessons that should be part of your school's regular curriculum. Each of your two work samples must be two to five weeks long and include student goals and objectives, lesson plans and pre- and post-assessments of students' performance as well as analyses of their learning gains. These work samples fulfill a requirement of Oregon's Teacher Standards and Practices Commission (TSPC) for licensure in this state.

You will plan your first work sample for your November practicum (with much support from your Planning & Implementation and Assessment of Teaching & Learning classes). Your emphasis should be on aligning your unit with state and district benchmarks; developing appropriate, attainable goals and objectives; teaching toward those goals and objectives; designing integrated, developmentally appropriate activities using a variety of strategies; and utilizing various forms of assessment throughout learning activities. Following is a list of elements that are required in your work sample, as designated by TSPC:

***OAR (Oregon Administrative Rule) 584-017-0185***

***Evidence of Effectiveness:***

*(1) The unit assures that candidates provide evidence of effectiveness to foster student learning.*

*(2) Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, one work sample must be completed for each authorization level. Work samples include:*

*(a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered.*

*(b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;*

*(c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);*

*(d) Data on learning gains resulting from instruction, analyzed for each student, and*

*summarized in relation to students' level of knowledge prior to instruction;*

*(e) Interpretation and explanation of the learning gains, or lack thereof; and*

*(f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.*

*(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.*

## WORK SAMPLE

### **PREFACE**

#### **Title Page & Table of Contents**

- Numbering pages and lesson plans and including tabs with sections will help your readers.
- Include the topic and grade level.
- How will you include “literacy” in your title?

### **I. OVERVIEW:**

#### **A. Contextual Factors: Community, School, Classroom & Students (*Completed and assessed in EDUC 567: Educating for Equity in a Diverse Society*)**

- a. What are the community's characteristics? (Size, socio-economic level, ethnic and cultural characteristics, gender)
- b. Describe the school's population, size, facilities and availability of support personnel.
- c. Describe your class:
  - i. What are students' ages and ability ranges?
  - ii. How many students are there?
  - iii. What is the range of student abilities and needs, including special needs, TAG, ESOL, diverse cultural and social backgrounds?
- d. Based on this information, what are key issues to address when planning the work sample? In particular, which research-based strategies will you need to employ in order to address the specific needs of the students in your class? Be sure these are explained and cited in your paper.

#### **B. Adaptations (*Completed and assessed in EDUC 546: Exceptional Learners and School Law*)**

- Write a description of the understanding about the relationship between learning needs and classroom learning and assessment activities. What sorts of modifications might you make to support students in this context? For children of this age?

#### **C. Use of Technologies (*Completed and assessed in EDUC 520: Educational Technology*)**

- Identify technology(ies) that would help you achieve your curricular goals. Why did you choose that technology? Why did you believe it would increase your effectiveness with students in this unit? How do you think the use of technology impacted your instruction and students' learning?

#### **D. Literacy (*Completed in EDUC 525: Literacy Methods*)**

- What is your rationale for how will you integrate literacy (reading, writing, vocabulary) into the work sample?
- What instructional practices will you use to teach reading/vocabulary/writing? Identify and describe at least two practices you will use.
- Include at least two literacy objectives that you will teach in the context of this work sample.

## **II. CONTENT**

### **A. Rationale**

- Why should students learn about this?
- How does it fit within state benchmarks and district goals? How does it align with TSPC standards?
- How will you adapt your learning activities for students with different learning styles and special needs?
  - Consider special populations, cultural components and socio-economic factors.

### **B. Content Map/Outline**

- What questions should students be able to answer?
- How would you categorize them?
- What main concepts and generalizations will you include? (This may be in the form of a visual map or outline.)
- What prerequisite skills should students have?

### **C. Goals & Objectives**

#### **1. Goals**

- a. State benchmarks that you will target (not all--just those that are most important)
- b. District goals
- c. Work sample goals (2-3)

- What broad concepts should students attain?
- How should they apply new knowledge and skills?

Be sure that goals relate to Oregon's content standards and benchmarks and the district's goals.

#### **2. Learning Objectives**

- What are the performance (assessable) outcomes for students?
- What domains (cognitive, affective, psychomotor) and levels of Bloom's taxonomy do they include? Please label.

These are the objectives for your daily lesson plans and should relate to your goals. Are you including performance tasks that focus on students applying what they learn in realistic situations?

### **D. Instructional Plans and Resources**

#### **1. Weekly Lesson Plans**

- Include a weekly calendar of your lesson topics and activities which maps out a logical sequence of learning.

## **2. Daily Lesson Plans**

- Number by day, with time estimates on each lesson
  
- A. Topic
- B. Objectives
- C. Resources: What materials are needed?
- D. Logistics: What special materials or arrangements will be needed?
- E. Adaptations for Special Learners: What adjustments will you make for students with special needs?
- F. Set: How will you prepare students for the lesson, relate to prior learning and stimulate interest?
- G. Content: What concepts/skills will you teach? (Include an outline.)
- H. Learning activities: What will you do? What will students do? Include a variety of activities that include active participation, integrating literacy and helping students apply their learning.
- I. Monitoring: What questions will you ask? What strategies will you use to actively engage students? Check for understanding? Monitor their progress?
- J. Closure: How will students summarize and review what they have learned?
- K. Assessment: How will you know/did you know whether students have met your objectives?
- L. Self reflection: What were strengths of the lesson? What would you do differently next time? (Complete this portion after the lesson is taught.)

\*\*\*Note: Include handouts and samples of student work in this section.

## **III. ASSESSMENT**

### **A. Assessment Plan & Rationale**

#### **1. Rationale**

- Describe at least three theoretical beliefs that you hold about learning.
  - How do you believe people learn and why do you think so?
- Describe the relationship between your beliefs about learning and the key elements of the assessment plan.
  - If you believe that people learn in certain ways, how will your assessments reflect these beliefs?
- Describe the obstacles and teaching challenges to putting the assessment plan into practice.
  - e.g. classroom set-up, content covered, existing assessment activities at the school, etc that make it more difficult for you to implement your plans as desired
- Describe the relationship between the individual needs of students and the assessment tools. How will you respond to the diversity of learning needs in your classroom in the context of the assessments you have created? Be specific about your students and what supports they need in these assessment activities.
  - Consider special populations, cultural components and socio-economic factors.

## **2. Assessment Plans**

### ***Pre-Assessment***

- Describe your pre-assessment tool(s).
  - What will you use to determine what students know or what they can do before the unit, in relation to your objectives?
- Describe the relationship between the pre-assessment tool(s) and your work sample standards and objectives.
- Describe the appropriateness of the pre-assessment tool(s) for your grade level and subject area.
- Include an evaluation plan and supporting materials for the pre-assessment tool(s).
- Be sure to identify cognitive, psychomotor and affective assessment components.

### ***Post-Assessment***

- Describe your post-assessment tool(s).
- Describe the relationship between the post-assessment tool(s) and your work sample standards and objectives.
- Describe the appropriateness of the post-assessment tool(s) for your grade level and subject area.
- Include an evaluation plan and supporting materials for the post-assessment tool(s). Be sure to explain your plan for comparing and determining learning gains between the pre- and post-assessments.
- Be sure to identify cognitive, psychomotor and affective assessment components.

### ***Formative Assessment***

- Describe your formative assessment tools.
- Describe the relationship between the formative assessment tools and your work sample standards and objectives.
- Describe the appropriateness of the formative tools for your grade level and subject area.
- Include an evaluation plan and supporting materials for the formative tools.
- Be sure to identify cognitive, psychomotor and affective assessment components.

### ***Performance Assessment***

- Describe your performance assessment tool(s).
- Describe the relationship between the performance assessment tool(s) and your work sample standards and objectives.
- Describe the appropriateness of the performance assessment tool(s) for your grade level and subject area.
- Include an evaluation plan and supporting materials for the performance assessment tool(s).
- Be sure to identify cognitive, psychomotor and affective assessment components.

Be sure to set standards that are clear to students from the beginning of the unit. Use a variety of assessments, which may include observation; checklists; rating scales; oral, written, or performance assessments; projects; portfolios; performances; etc.

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**THIS PORTION TO BE COMPLETED AFTER WORK SAMPLE HAS BEEN TAUGHT**

**B. Analysis and Presentation of Data**

**1. Presentation of Data**

- Present the **WHOLE CLASS** data from pre and post assessments as well as relevant formative assessment data in graph (for quantitative data) and narrative (for qualitative data) form.
  - You might record individual students' pre- and post-test results in rank order (highest to lowest) on a chart. Class results could be summarized in a bar graph or pie chart indicating percentages achieving different levels. Quartiles are an option for presenting class data.
- Present the **INDIVIDUAL STUDENT DATA** from pre and post assessments as well as relevant formative assessment data in graph (for quantitative data) and narrative (for qualitative data) form.

**2. Interpretation of Results**

- Description of methods/strategies used to analyze assessment data - How did you analyze student performance in relation to your objectives? your task?
- Explanation and analysis of student performance/learning - Did students meet your objectives as a class? as individuals? How do you know?
- Explanation and analysis of gaps in student learning - For those who did not meet your expectations, what do you believe were the reasons? What will you do differently next time?
- Description of unexpected learning - What else did your students learn? How do you know?
- Evaluation of assessment plan (what worked and what did not work?)

**C. Uses of Assessment Data**

- Feedback plan to students to support student learning - How will you proceed with your students, based on your interpretation of results? What feedback will you give them to promote their learning?
- Feedback plan to inform and collaborate with parents/guardians to promote learning - How will you inform parents about the performance of their children? How will you collaborate with them to promote students' learning?
- Impact of assessment data on future teaching – Based on your assessment data, evaluate the success of your teaching. Include use of classroom observations, student feedback, student assessment components (including data analysis), and self-evaluation tools.

**In addition to your work sample itself, please turn in--**

**1. A cover page that includes the following:**

- **Your Name**
- **The grade and subject you taught**
- **A bulleted list of three to five conclusions you have drawn about student learning based upon your assessment data**

**2. Attach copies of your pre and post assessment data and comparison to the cover page.**