

CAPSTONE TEACHER WORK SAMPLE

All teacher candidates are required to create a teacher work sample (TWS) during the clinical experience. The TWS will be included in an electronic portfolio to document the candidates' demonstrated ability to plan, deliver, and assess a performance-based instructional sequence with a follow-up reflection on the effects of instructional unit on students' learning. The TWS must cover an instructional sequence focusing on an integrated unit to be taught over a minimum of a two-week period. The TWS must include the following components:

1. Description and Analysis of the Learning – Teaching Context

This section analyzes individual differences, learner characteristics, and environmental factors that impact instructional planning, delivery and assessment.

- A. School Characteristics – provide an overview of school characteristics as well as a description of the local community,
- B. Classroom Characteristics – describe the classroom rules, routines, physical arrangements, grouping patterns, and scheduling
- C. Student Characteristics – describe the students in the classroom including the number of students, ages, gender, cultural and socioeconomic backgrounds, native language(s) and proficiency in English, range of abilities, and special needs.

2. Achievement Outcomes

List the achievement outcomes of what students will be able to know and do as a result of the instructional sequence. This section must also describe (a) the rationale for selecting the content in the instructional sequence, (b) relationship to students' current progress and development, (c) alignment with the classroom teacher's long range instructional goals, and (d) a list of content standards and QCC's.

3. Assessment Plan

This section must include the assessment plan to monitor student progress towards the achievement outcomes including (a) pre-assessments, (b) formative assessments, and (c) post-assessments. The plan must include a variety of assessment approaches that are appropriate for the developmental level of the students and the achievement outcomes. Include a table that lists each achievement outcome, the assessment plan, the rationale for selecting that particular form of assessment, and adaptations of the assessment for students with special needs.

4. Instructional Sequence

Each learning activity in the unit must follow the department lesson plan format that includes:

- A. Content area(s) and QCC's taught in the learning activity
- B. Relevance of the learning activity
- C. Goals and required prerequisite knowledge
- D. Behavioral objectives
- E. Assessments
- F. Materials and resources (including technology)
- G. Procedures and timeline
- H. Accommodations for mainstreamed students
- I. Enrichment activities
- J. Follow-up activities
- K. Reflection for each
- L. Samples of work from students who represent different levels of performance

It is expected that the learning activities include a variety of instructional techniques such as centers, whole-group, small group, direct instruction and discovery learning.

5. Analysis of Student Learning

Provide a narrative description, graphs, and charts to profile students' learning from pre- to post- assessments. In addition, disaggregate the data to depict the diversity of learning differences.

6. Evaluation and Reflection

Include a reflective essay to evaluate the effectiveness of the instructional sequence and teaching on the students' learning. Answer the following questions in the reflection:

- A. How were the assessments used to guide planning and instruction?
- B. To what extent were the achievement outcomes met? Provide evidence.
- C. What issues did this TWS reveal about the teaching and learning in this class?
- D. What aspects of the instructional sequence were successful and why?
- E. How should the instructional sequence be changed and why?
- F. How will the 'lessons learned' as a result of this TWS guide future professional development?

This TWS must be included in the student teaching/internship electronic portfolio using the AASU College of Education web-based program. It is imperative that teacher candidates use pseudonyms when referring to the school, teacher and students and mask all information that could potentially identify a particular student. Parent consent forms must be signed prior to the use of video and photographs in the TWS. (The University Supervisor will keep the Parent Consent Forms.)

Teacher candidates must defend the electronic portfolio to the classroom and university supervisors during the final three-way conference.