Teacher Work Sample for Level 3

Contextual Factors
This should be broken down into three sections:
Community
This should:
include general information about the community including
demographics of the community, community facilities available such as
recreational facilities and libraries, commercial districts etc.
School
This should include:
ethnic and SES makeup of the school
relevant test scores
school size
other factors that affect or describe the school learning environment
Classroom
This should include:
class size
ethnic ratios
test scores
student characteristics
information about special needs students
information on ELL students
classroom arrangement
identification of students’ approaches to learning
other factors that affect or describe the classroom learning environment

Objectives/Intended Learning Outcomes
Objectives should be aligned with state or national objectives
Objectives should be clear and appropriate for the students you are teaching
Objectives should identify where the learners are at that time.

Assessment Plan
Assessment should be aligned with your objectives. Your assessments
should evaluate the learning of stated objectives.
Assessment should include baseline data from before teaching.
Baseline data would be what the students know before being taught. For example, this could be done as a pretest, KWL, or writing assignment.
Assessment should state clear criteria for levels of achievement.
Assessment should indicate adaptations based on individual student needs.
**Design for Instruction**

Instruction should be aligned with objectives and assessments.
Accurate in content.
Use diverse instructional methodology, media and resources.
Consider contextual information and make adaptations and adjustments for ELLs and special needs students.

**Instructional Decision-Making**

Based on good professional practice and judgment
Adjustments should be based on analysis of student learning feedback and include remediation strategies.

**Analysis of Student Learning**

Should include baseline data (what the students knew prior to teaching)
Was learning aligned with learning goals? Evidence?
Does student learning suggest that the lesson was clear and accurate?
Is the interpretation of student data valid?
What does this data tell you? How might it affect your instructional decision making for correctives, extensions, and future lessons?
In what ways does this section provide evidence of student learning? This is not just a final test score. If you do not know where they were before teaching how can you assess how effective your teaching was? You need to show evidence of individual student achievement. You might also include examples of some student papers with the names blacked out.

**Reflection and Self-Evaluation**

Your interpretation of student learning
Your thoughts on how effective instruction and assessment were
Did you see alignment between objectives, instruction and assessment?
What implications do you see for future instruction?
How has this teaching experience helped you develop professionally?