Stony Brook University

Distributed Teacher and Leader Education

Teacher Candidate Work Sample for Student Learning (TCWSSL) Instructions for World Language Teacher Candidates

Introduction

Educators today place a high premium on the ability to design instruction and knowledge of standards and assessment, which links the two together to enhance student learning. The work sample is a powerful tool to help teacher candidates grow professionally by focusing on the complex relationship between standards, assessment and instruction. The work sample also provides teacher candidates with an important source of evidence that you have met our graduation standards and that you are capable of effectively applying the knowledge and skills learned at the University to promote student learning in an authentic classroom setting.

Core Elements

The basic principles underlying the work sample are that students learn best when:

- the teacher fully understands the teaching-learning context;
- the teacher sets challenging and diverse learning goals based upon national (ACTFL) and state standards;
- the teacher plans lessons and selects instructional strategies that take into account both these learning goals and the different abilities and needs of the students;
- the teacher uses multiple modes of assessment at key points in the instructional sequence to monitor student learning and modify that instruction according to student needs;
- the teacher can stand back and reflect upon his/her own teaching and use these insights to improve student learning and promote professional growth.

This Work Sample is one of the vehicles through which you will formally present these elements as the culmination your preparation to enter the profession of World Language Education. This Work Sample should contain the following six sections (suggested lengths for each section are given in parentheses):

1. Contextual Factors: The Setting for Learning (3 pages)
2. Learning Goals (3-4 pages)
3. Assessment Plan (2-4 pages)
4. Design for Instruction: The lesson plans for one full unit of instruction – 5 consecutive lessons—accompanied by relevant materials and narrative/reflection (length will vary).
   Note: one of the lessons will include a short video (4-5 minutes) demonstrating students' proficiency and your feedback.
   In rare cases, if you are unable to obtain students' permission to videotape, the recording can show you communicating with students.
5. Analysis of Student Learning (3-4 pages plus visuals & video)
6. Reflection and Self-Evaluation (3-5 pages)

1. **Contextual Factors: The Setting for Learning**

The setting for learning varies greatly from district to district, from school to school within a particular district, and from classroom to classroom within a particular school. The more you know about all of these elements, the better equipped you will be to successfully address the needs of the school and its students.

- **Community**

   Describe how the characteristics of the community may impact teaching and learning. You should focus on:
   - the location of the school and the district
   - the resources of the district and its support of education
   - the socio-economic and linguistic profile of the community
   - the racial and/or ethnic make-up of the community
   - the performance of the school on state assessments
   - the percentage of students classified as Special Education/504
   - the percentage of ESL students and their level of English proficiency

   Much of this information is available from the State Report Cards issued yearly for each school. Visit the New York State Education Department website for this information (www.nysed.gov), search "report cards."

- **School, Classroom, and Individual Students**
   - Describe the school (size, organization plan, ability grouping, scheduling patterns, disciplinary policies, etc.);
   - Describe the physical layout of the classroom(s) in which you are teaching, whether you are required to share this classroom with other teachers, the technology and other resources available (photos of the classroom(s) might be appropriate to include here);
   - Describe the classroom climate and any issues relating to student behavior;
   - Identify the specific class you will be using for the work sample and discuss the composition of that class. Be sure to take into account students with specific modifications (IEPs), students with limited English proficiency, native speakers of the language you are teaching, and any other relevant student characteristics.

Your presentation should focus on explaining how the characteristics of the community, the school, and the individual students will impact your instructional design.

2. Learning Goals

The work sample focuses on the decision-making processes involved in the planning, delivery, assessment and evaluation of one unit of standards-based instruction. For the purposes of your work sample, your unit must consist of a minimum of five (5) days of lesson plans not including days used for assessment. The unit itself should consist of a sequence of interrelated lessons which are organized around some global theme and/or "essential question" relevant to the content/culture you are teaching. In an 8th grade class, for example, "Your daily routine" might be an appropriate topic for a unit and an organizing question might be "How does a typical school day for a student in X country compare to my typical school day?"

A. **Learning Goals**. In this section on learning goals, you should:
- Identify which unit will be the basis for your work sample. Describe the context or the theme around which you are planning this unit, and briefly explain how the individual lessons relate to this theme.
- Identify a central focus and content standards and objectives that apply to this segment. The central focus should support **communicative proficiency** in a **meaningful communicative context**. For this, **culture should be an integral part** of the lessons.
- Identify the global learning goals for this unit. These goals will form the basis for your assessment of student learning. The learning goals should be stated in student-centered terms such as "By the end of this unit, students will be able to…." Examples of some appropriate unit goal statements for a unit on "Your daily routine" might be "By the end of this unit, students will be able to…." :
  - correctly identify the typical daily routine of a student in the country of X as viewed on a video (interpretive communication);
  - describe their daily routine orally to a classmate using reflexive verbs (interpersonal communication);
  - describe their daily routine in writing to a pen pal in X country using appropriate verbs, vocabulary, and letter-writing form (interpersonal);
  - summarize the weekend routine of a student in the country of X as read in a short story (interpretive);
  - compare and contrast their typical routine with the typical weekend routine of a student in the country of via PowerPoint presentation to classmates (presentational);
- Use a chart or form of graphic organizer to show how your learning goals are aligned with the relevant national and state standards (the 5 "C"s and New York State's World Language standards).
- Explain briefly why you think that these goals are appropriate for your students.

B. **<u>Relevance of Prior Knowledge and Experience for Planning</u>**: Instructional decision-making should be based on knowledge of the students, their prior academic learning, and the experience, values, preconceptions, and misconceptions that they bring from their homes and community. For two of your lessons, write a paragraph each—based on the information in Section I—describing how you incorporated such knowledge into your lesson planning. You might wish to consider such issues as: a) success in acquiring necessary knowledge from previous lessons, b) proficiency in language learning, c) level and type of cultural literacy, d) past experiences of students, their families, and the community, and any other relevant factors. Wherever possible, substantiate your arguments with references to scholarly literature read in your methods courses and in the core education courses [Methods I & II (FLA 339/340/505/506); Foundations of Education (SSE 350/CEE 505); Language and Literacy Acquisition (LIN 344/544); Critical Pedagogy (FLA 570); Special Education (CEF 347/547); and Human Development (PSY 327/595)].

3. Assessment Plan

A. **Multiple forms of Assessment**: Once you have defined your learning goals, the next task is to determine what students must do in order to demonstrate that they have met these goals—and with what degree of proficiency. Well-designed assessments can improve instruction in several ways. They will guide instruction by keeping teaching focused on the goals and standards to be achieved. Formative assessments enable the teacher to see what students have and have not learned, to understand why, and on the basis of this knowledge, to modify instruction accordingly. Such assessments may be informal, like student answers to teacher questions, student questions, games and observation of students as they work on class activities, or formal, such as quizzes, tests, presentations, compositions, projects, and other performance-based assessments. Summative assessments provide the students with an opportunity to synthesize what they have learned during the course of the unit and enable the teacher to evaluate both student learning and the effectiveness of his/her own teaching. You should employ multiple forms of assessment, and these assessments should be embedded in instruction to insure the value of this information to both you and your students.

B. **Pre-assessment**. First, conduct a pre-assessment to determine what students know about the topic of the unit. A pre-assessment need not be elaborate and may as simple as a KWL chart (What I already <u>Know</u>; What I <u>Want</u> to know; What I have <u>Learned</u>) or a quick poll of your students. For example, if you are about to begin a unit on "Your daily routine" in a 10th grade language class, it is possible that the material you are about to present represents a new topic for some or all of the students. More probable, however, is that this topic will represent a review of some material that they may have been exposed to in previous language classes (certain reflexive verbs, some relevant vocabulary, etc.). The purpose of the pre-assessment is to determine the base-line of prior student knowledge as it relates to your learning goals. It also allows you to pinpoint individual student strengths or weaknesses prior to the unit. With this knowledge you may then plan an appropriate unit for all of your students. In Section V below, you will need information from this pre-assessment to measure how much students have learned as a result of your instruction. If you choose an informal pre-assessment, you must determine in advance how student responses can be summarized or quantified in order to subsequently measure student learning.

C. **Assessment**. In this section:
- o   Provide a brief description of your pre-assessment and how it helped you to design an appropriate unit for your students.
- o   **Remember that your assessment needs to correspond to the objectives you indicated in your learning goals.**
- o   Provide a brief description of your assessment plan which explains how your assessments, in fact, measure what you have taught. You may wish you use a chart in addition to a brief narrative for this. For example, using the unit goals described above, your chart might look similar to the following:

Unit goals:

"By the end of this unit, students will be able to…." :
1. correctly identify the typical daily routine of a student in the country of X (as viewed on a video);
2. describe their daily routine orally to a classmate using reflexive verbs;
3. describe their daily routine in writing to a pen pal using appropriate verbs and vocabulary;
4. summarize the weekend routine of a student in the country of X (as read in a short story);
5. compare and contrast their typical routine with the typical weekend routine of a student in the country of X;

Unit Goals	Assessments: Video worksheet	Observation of Pair-work	Pen pal letter with grading rubric	Authentic reading worksheet	Presentation grading rubric
1	X				
2		X			
3			X		
4				X	X
5	X		X	X	X

- o Your assessment plan should also indicate how you adapted assessments to meet the needs of individual students, or how such assessments can be adapted for this purpose.
- o Create a rubric for at least one of the major assessments in order to establish clear criteria for various performance levels. A rubric for grading a writing assignment, an oral presentation, or a special project would be appropriate, for example.

Copies of all assessments should be included in the work sample.

4. Design for Instruction

Using your knowledge of the teaching-learning context and the results of your pre-assessment, design and teach your unit, helping all of your students achieve the standards-based learning goals outlined above. Your lessons should form a coherent, connected instructional sequence from the first day until the last day of the unit.

Your planning for this unit should include a variety of learning activities linked to the unit learning goals. The design of the unit should indicate an in-depth understanding of content and the ability to make these ideas relevant and accessible to your students, including students with special needs. You should carefully select instructional activities that will help your particular students achieve the identified learning goals. These activities should demonstrate that you are sensitive to the characteristics and needs of your students. Your lessons should employ a variety of instructional strategies. These might include TPR vocabulary presentations, inductive or deductive presentations of grammar, meaningful and communicative practice activities, etc. The learning segments should address the three modes of communication (interpretive, interpersonal, and presentational) together with the skills central to the learning of the languages (listening, reading, speaking, writing and culture). The segment should also demonstrate your ability to embed cultural comparisons within a variety of activities. Finally, your unit should demonstrate that you are able to incorporate cooperative learning activities (some possibilities include pair work, group work, info. gap activities, etc.) and appropriate technology (internet-based activities for example).

One of the lessons will include a speaking activity that you will record, to demonstrate students' communicative proficiency in a meaningful cultural context. For this you will obtain a videorecording permission and you will provide a 4-5 minute video showing students using the target language in one of two modes: interpersonal OR presentational, in a **cultural meaningful context**. In rare cases, if you are unable to obtain permission to videotape, the recording can show you communicating with students.

Please discuss your plans for your unit with your cooperating teacher and with your student teaching supervisor. Then implement your unit, modifying as necessary to address the comments of your mentors and the needs of your students. Prepare to videotape all or parts of this unit.

This section of the work sample should include all lessons taught as part of this unit together with all supplementary materials and assessments.

5. Analysis of Student Learning

The purpose of this section is to show that you are able to analyze both student learning and your own teaching. This section has three main components:

A. **Analysis of Student Learning**. For at least one full class, make copies of those assessments—including your feedback—that show student performance in relation to the major learning goals established in Section II above. If all of the learning goals are not addressed in the summative assessment for the unit, then include copies of other assessments. The task is to analyze student work; determine where individual students, specific groups of students (language proficiency, ability level, learning style, etc.), and the class as a whole, reached and did not reach desired levels of proficiency with regard to each of the individual learning goals; and then provide both a graphic and narrative summary of your findings using examples from student work to support your claims. For multiple choice sections of assessments, include an item analysis.
The narrative should also address the following questions:
   1. Using the data above, explain which instructional strategies were most and least effective for helping these selected students meet your learning goals, and why was this the case?
   2. Did these students display any misconceptions or misunderstandings that were corrected as a result of your instruction?
   3. How successful were they at achieving the communicative proficiency goals?

B. **Feedback**. Then select 3 "Focus Students." These three students should work at different levels of proficiency and at least one of them must have one of the following characteristics: has an IEP, underperforms in comparison to peers, or is a gifted student in need of greater support. Explain which instructional strategies were most and least effective for these individual students, and give possible reasons for these learning outcomes. In your written report, do not use the actual names of your students.

C. **Video analysis**. Provide a narrative analysis of the speaking activity that you recorded. Which **mode(s) of communication** are in evidence? What level of communicative proficiency do your students demonstrate? How are **meaningful cultural contexts** in evidence? What were the positive aspects of this activity? Which elements of the activity would you like to improve if you were to repeat this activity?

6. Reflection and Self-Evaluation

The purpose of this final section is to show that you are capable of using the insights gained through the Analysis of Student Learning to enhance your own teaching and grow professionally. Reflect on the following topics:

❑ If you were to teach this unit again, how might you revise your learning goals, instructional design decisions, or assessment system? Explain your reasoning including, for example, a description of any gaps in student understanding that you might have identified, task modifications, additional scaffolding, and explicit references to Bloom's taxonomy. Wherever possible, support your decisions with reference to the relevant scholarly literature.

❑ Drawing on both your analysis of student learning and your narrative self-evaluation of the lessons you taught, explain how teaching this unit has helped you grow professionally.
  ● Identify specific areas (assessment, individualization of instruction, content knowledge, etc.) where you feel you need improvement in order to become an accomplished classroom teacher, and explain how your weakness impacted your instruction.
  ● Identify specific areas where you think your teaching was particularly strong. Provide evidence to support your claim.
  ● What specific insights or experiences did you gain from this unit that wish that you had had before you began student teaching?

Teacher Candidate Work Sample Scoring Rubric   FLA 454/554

I. Contextual Factors – The Setting for Learning	Inadequate 1	Meets Standards 2	Exemplary 3
Analyzes demographic, cultural & linguistic characteristics of the community & the school; Describes resources of community & support of learning; Describes aspects of school organization that impact instruction; Describes the students in target class & their skills, prior learning, & learning differences.	Two or more of the setting description expectations are not met or represent poor quality work; displays an inadequate understanding of the school, its community, and the students being taught, and/or lack of care and time.	All of the major setting description expectations are met, and those that are not met are considered minor or reasonable. Narrative displays adequate description and analysis of the school, its community, and the students being taught.	All of the setting description expectations are met to an exemplary degree; narrative demonstrates a sophisticated understanding of the school, its community, and the students being taught.
Analyzes how the above factors will influence learning goals & instructional design.	Candidate analysis of instructional implications of the community, school & classroom description is superficial, incomplete &/or fails in other ways to provide an adequate foundation for instructional planning.	Candidate addresses instructional implications of the community, school & classroom description, but analysis may be general and intuitive rather than specific and theoretically informed.	Candidate applies pedagogical theory in a sophisticated way to analyze the impact of setting and student skills, prior learning and learning differences on learning goals and instructional design.

II. Learning Goals	Inadequate 1	Meets Standards 2	Exemplary 3
❑ Describes the fundamental concepts & big ideas & explains the significance of the unit ❑ Identifies 4-6 significant, varied & challenging learning goals	● Narrative displays weak content knowledge & little awareness of the major concepts to be addressed in the unit & may not adequately explain either how the unit fits into the curriculum or the ways in which individual lessons & the instructional sequence support learning goals.	● Narrative displays adequate content knowledge & an awareness of the key disciplinary concepts, but may not fully articulate the contribution of the unit to the curriculum or the ways in which individual lessons & the instructional sequence support learning goals.	● Narrative displays sophisticated knowledge of the content to be taught & the fundamental concepts of the discipline & clearly articulates significance of the topic within the overall curriculum & the ways in which individual lessons & the instructional sequence support learning goals.
❑ Aligns learning goals with national, state & professional standards, NYS standards, 5Cs ❑ Learning goals focus on the 3 modes of communication in meaningful cultural contexts.	● A substantial proportion of learning goals do not address significant concepts &/or their relation to relevant standards is unclear or absent. ● Candidate only attempts to apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so.	● Most learning goals address significant concepts that are aligned with relevant standards. ● Candidate creates unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards.	● All learning goals address significant concepts or understandings & are clearly aligned with relevant standards. ● Candidate uses the goal areas and standards of the *Standards for Foreign Language Learning*, as well as their state standards, to design curriculum and unit/lesson plans.
❑ Develops lessons that support the unit learning goals in ways which are appropriate for students ❑ Develops lessons that are clearly written, utilize higher order thinking skills, & allow students various means to demonstrate proficiency	● Learning goals do not consistently relate to the major concepts, are not clearly formulated, &/or fail to ask meaningful questions in ways that are appropriate to the students. ● Lesson aims generally do not promote development of higher-order thinking skills/their relation to learning goals is weak.	● Learning goals generally relate to the major concepts, but may be overly general, address only factual knowledge, or not clearly convey the significance of the topic to the students. ● Most lesson aims promote the development of higher-order thinking skills & support unit learning goals.	● Learning goals translate content knowledge into challenging & meaningful questions appropriate to the students. ● All lessons are clearly written, promote higher-order thinking skills & support unit learning goals.

12

III. Assessment Plan	Inadequate	Meets Standards	Exemplary
❑ Develops clear & well-designed pre-& post-assessments that are aligned with learning goals, **NYS standards, ACTFL 5Cs**	Some pre- & post assessments are poorly designed or not aligned with learning goals; Assessments do not inform decision making.	Pre- & post-assessments generally address the learning goals & are consistent with instructional decision-making, & results are sometimes used to inform instructional decision-making.	Pre- & post-assessments are well designed & aligned with learning goals & results are used to inform instructional decision-making.
❑ Unit employs multiple forms of authentic assessment, including Integrated Performance Assessments	Unit relies on a small number of traditional assessments which may not either adequately promote or assess student learning.	Unit generally relies on traditional assessment tools (multiple choice, short answer, essay) that do not always provide students with the opportunity to apply & extend their knowledge.	Unit employs multiple forms of authentic assessment, including Integrated Performance Assessments, to assess & promote student learning & modify instruction.
❑ Establishes clear criteria or various performance levels	Candidate does not employ rubrics or rubrics exist but are poorly constructed/incomplete. Rubrics may not be incorporated in a meaningful way into instruction.	Candidate employs one or more rubrics to help students understand the individual learning goals & how they will be assessed.	Candidate designs & employs multiple rubrics to guide student learning, assess performance proficiency, & provide feedback & incorporates self-assessment into learning goals.
❑ Adapts instruction and assessment based on needs of individual students	Generally, candidate does not adapt assessments to meet student needs or does so in inappropriate ways.	Candidate provides accommodations in assessment to meet the needs of individual students.	Candidate consistently provides well-reasoned accommodations in assessment to meet the needs of individual students.

13

IV. Design for Instruction	Inadequate	Meets Standards	Exemplary
❑ Integrates lessons that are aligned with relevant standards & learning goals, specifically the 5Cs & State standards.	Lessons are not sufficiently aligned with standards & learning goals.	Most lessons are aligned with Standards & learning goals.	All lessons are clearly aligned with Standards & learning goals, 5Cs. Lesson design demonstrates a sophisticated knowledge of how to construct lessons that address student needs/interests/ level.
❑ Demonstrates in-depth knowledge of content	Does not demonstrate adequate understanding or knowledge of content	Demonstrates sufficient knowledge of content.	Demonstrates in-depth knowledge and mastery of content.
❑ Presents a logical instructional sequence and well-developed lessons within the unit.	Does not present a logical sequence and lessons are not well-developed w/in the unit.	Lessons are logically related to the unit learning goals & lesson plans are adequately developed.	Unit represents a coherent, logical well developed instructional sequence & lesson plans are fully coordinated in content & pedagogy.
❑ Employs multiple instructional strategies including cooperative learning as demonstrated on video	Candidate does not employ strategies to support cooperative and communicative learning as demonstrated in video.	Candidate implements appropriate instructional strategies, including cooperative learning as demonstrated on video.	Candidate implements a wide variety of instructional strategies to support cooperative learning and communication in the target language as demonstrated on video.
❑ Includes adaptations & accommodations for exceptional students	No modifications designed or implemented.	Some modifications designed & implemented.	Lessons consistently demonstrate the ability to design & implement adaptations to the needs of exceptional learners.
❑ Integrates technology to enhance instruction	Candidate does not technology or fails to do so successfully.	Candidate successfully employs technology to enhance instruction.	Candidate employs technology in innovative ways to enhance instruction.
❑ Use of authentic, culturally-relevant materials	Candidate does not use authentic, culturally-relevant materials.	Candidate uses some authentic, culturally-relevant materials.	Candidate consistently uses authentic, culturally-relevant materials.

14

V. Analysis of Student Learning	Inadequate	Meets Standards	Exemplary
❑ Charts student learning with respect to learning goals. Results are charted for the whole class & selected individual students.	Student learning is not charted for the class nor for any individual students. Charting work is sloppy or incomplete.	Student learning is appropriately charted for whole class & individual students.	Student learning is charted in creative & formative ways for whole class & individual students.
❑ Interprets results of quantitative & qualitative analysis to assess impact of instruction on student learning.	Candidate does not sufficiently interpret quantitative and qualitative results to assess impact of instruction on student learning.	Candidate appropriately interprets and uses quantitative and qualitative results to assess student learning.	Candidate interprets and uses quantitative and qualitative results to enhance student learning in meaningful ways.
❑ Brief reflections are provided for each lesson and for video.	Candidate does not provide appropriate reflections for each lesson and/or video.	Candidate provides. meaningful reflections for each lesson and video.	Candidate provides meaningful reflections for each lesson and for video in a detailed & thoughtful manner in order to improve classroom instruction.

VI. Reflection & Self-Analysis	Inadequate	Meets Standards	Exemplary
Reflects on implications of the analysis of Student Learning (section V) for future teaching & professional development & supports reflections with evidence drawn from the unit.	Candidate's narrative is incomplete or missing, displays a weak understanding of candidates' strengths and weaknesses, and it does not make concrete connections between student learning and goals for professional growth.	Candidate's narrative shows a developing understanding of the analysis of student learning (section V) in a formative way and the ability to translate these insights into concrete goals for professional growth.	Candidate's narrative shows a sophisticated understanding of strengths and weaknesses, supported by evidence and the ability to translate these insights into concrete goals for professional growth.