

**Indiana University of Pennsylvania  
CULMINATING STUDENT TEACHING PROJECT**

***Verifying Positive Impact on K-12 Student Learning  
Student Teaching Work Sample***

***Updated: April 2009***

**Overview of Project:** During student teaching, you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

1. engage in thorough and effective standards-based planning;
2. use best practices that provide opportunities for student success;
3. use appropriate assessment strategies to foster and document the ongoing development of your students’ knowledge and skills; and
4. analyze student assessment results, reflect on them, and adapt instruction accordingly.

**Required Components of the Work Sample**

**Title Page**

- Student Teaching Work Sample
- Title/Topic of Unit of Instruction
- Your name
- Semester \_\_\_\_\_ Year \_\_\_\_\_
- School site \_\_\_\_\_
- Grade/Level, Period, Number of Students, Subject, Topic, Textbook, and/or Key Resources

**A. Description of the Learning Environment / Inclusive Context**

1. Describe the school in one paragraph (name of district, demographic information, and key information about student body).
2. Describe the students in the class (es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs.

**B. Planning for Instruction in Inclusive Settings**

1. Identify a rationale. Why is this topic important to students? Why at this time? What purpose will this knowledge serve for the students? What purpose will this knowledge serve beyond the classroom? What is its use? Address the principal reason for the study of this topic.
2. Identify prerequisite Skills. What skills must the learner bring to this new topic? How will you determine whether the student has these skills? How will you collect information for making this diagnosis?

3. Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
4. Describe how the unit addresses the P-12 student standards for your subject area.
5. Include an explanation of the critical thinking skills to be addressed (refer to Bloom's Taxonomy).
6. Briefly describe the integration of interdisciplinary connections and technology.
7. Include at least 3 complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one at mid-point in the unit, and one at the end of the unit. \* Individual programs may require additional daily lesson plans. On your lesson plans, be sure to describe adaptations to instruction and/or assessment for learners with special needs and English language learners. Each daily lesson plan must address subject-specific P-12 student standards.

### **C. Evaluation of Instruction**

Provide evidence of effective implementation of instruction by including the following items:

1. At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction.
2. ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction.
3. Included on lesson plans: Self-evaluations of teaching effectiveness according to program requirements.

### **D. Assessment of Student Learning in Inclusive Settings**

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your work sample:

1. A **pre-test** activity or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the knowledge and skills that are part of the unit—i.e., whether they already have met the objectives.
2. At least **two formative assessments** conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for learners with special needs and English language learners.

3. **One alternative assessment (e.g., project, oral assessment, portfolio, performance, journal).** Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of the data with grade breakdowns for all students. Provide 3 actual samples of your students' work: one that exceeded expectations, one that met expectations, and one that did not meet expectations. Note: Be sure to follow all school district guidelines to gain permission to share written samples of your students' work to your University Supervisor (delete names of students).
4. **A summative post-test assessment** (typically the "unit test") to discover what students know and can do at the end of the unit.

## **E. Analysis of Student Learning**

This section will include the following two parts:

1. **Pupil Data.** This section will include data on learning gains resulting from instruction. Include a spreadsheet which shows the grades from your unit for each student. Make sure to include the final unit grade on the spreadsheet. Do not use the students' real names. Write a 3-4 sentence summary about each student's performance in your class. Discuss the students' prior knowledge and how they performed throughout your unit. State specific reasons for each student's success or failure.
2. **Interpretation of Results.** This section will provide interpretation and explanation of assessment data. Begin with a discussion of the pupil data. Compare and contrast each student's grade from the pre-test to the post-test. You will also need to discuss the unit test. Were all aspects of the assessment appropriate? Did a lot of students demonstrate misunderstanding in one area? Why? How could you change the assessment to help students to complete it correctly? Did the unit assessment accurately measure students' knowledge? What would you change in the unit if you were to teach it again?

## **F. Reflection on Teaching Effectiveness and Professional Growth**

Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students' needs. In your reflection:

1. Use Danielson's four domains (Planning & Preparation, The Classroom Environment, Instruction, Professional Responsibilities) to evaluate the effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.
2. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
3. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.
4. Discuss your most significant insight about student learning from teaching this unit. Link this insight to developmental and learning theories.

5. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use Danielson's four domains in your reflection. Discuss your developmental needs as a teacher and set several specific goals for improvement.

Your work sample project will be evaluated using the rubrics that are attached. This project was adapted from the Oklahoma State University's "Clinical Practice (Student Teaching) Work Sample" assignment. Many thanks to Nadine Olson for sharing his with us.

**Teacher Work Sample & Crosswalk\* with INTASC Principles  
April 2009**

TWS Sections	Applicable INTASC Principles
B. 1.-6.	Principle #7
B. 7.	Principle #1, #2, #3, #4, #5, #7
C. 1.-3.	Principle #6
D. 1.-4.	Principle #8
E. 1.-2.	Principle #9
F. 1.-5.	Principle #9

**\*Crosswalk is the term often used in the accreditation materials to describe documents demonstrating relationship between multiple standards, anchors, or competencies.**

	<b>Target 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>
<b>Description of Learning Environment/Inclusive Context</b>	Description consists of a full, detailed description of the school site and student body.	Description includes relevant information about the school site and students.	Description is incomplete and/or missing key information.
<b>Planning for Instruction in Inclusive Settings: Unit Plan</b>	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Interdisciplinary connections and technology are the focus of much of the unit. Critical thinking plays a key role in the unit.	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Interdisciplinary connections and technology are addressed in the unit. Critical thinking is evident.	Unit plan does not follow required format and may not address required subject-specific P-12 student standards. Interdisciplinary connections and technology are minimal. Critical thinking skills are not evident.
<b>Planning for Instruction in Inclusive Settings: Selected Lesson Plans</b>	Lesson plans follow required format and effectively address required subject-specific P-12 student standards. All lesson objectives are learner-centered and measurable. Critical thinking skills are integrated. All lesson activities address objectives appropriate to all learners in inclusive settings. There is evidence of a variety of instructional activities.	Lesson plans follow required format and address required subject-specific P-12 student standards. All lesson objectives are learner centered and measurable. Some attention is given to critical thinking skills. All lesson activities address objectives that are appropriate to all learners in inclusive settings.	Lesson plans do not follow required format and may not address required subject-specific P-12 student standards. Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered and may not be appropriate to all learners in inclusive settings. Instructional materials may be inadequate to meet the needs of all learners in inclusive setting.

	<b>Target 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>
<b>Implementing Instruction: Evaluation by Supervisors</b>	Observations by cooperating teacher and university supervisor indicate that the candidate exceeded student teaching expectations (see evaluation form).	Observations by cooperating teacher and university supervisor indicate that the candidate met the majority of the student teaching expectations (see evaluation form).	Observations by cooperating teacher and university supervisor indicate that the candidate did not meet several student teaching expectations (see evaluation form).
<b>Implementing Instruction: Self-Evaluations on Lesson Plans</b>	Self-evaluations present a thorough analysis of the lesson, link learning theories to practice, and offer a systematic approach to improvement.	Self-evaluations are reflective, link some learning theories to practice, analyze positive and negative aspects of lesson, and include ideas for improvement.	Self-evaluations lack depth and detail. They are superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or cooperating teacher, and fail to link learning theories and practice.
<b>Assessment of Student Learning in Inclusive Settings: Design of Assessments</b>	Highly effective design of pre- and post-assessments is evident. Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.	The design of pre- and post-assessments is satisfactory. Assessments effectively assess targeted objectives. Assessments are mostly contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.	Ineffective design of pre- and/or post-assessments. Assessments fail to assess targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system is unsatisfactory. Samples of student work may not be included.
<b>Assessment of Student Learning in Inclusive Settings: Impact on Student Learning</b>	Pre-/Post-assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.	Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.	Pre-/Post-assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.

<p><b>Analysis of Student Learning: Formative and Alternative Assessments</b></p>	<p>A thorough, detailed analysis of data. Comparison of pre- and post- test performance is detailed and reflection on student performance is thorough and insightful.</p>	<p>Analysis of data is complete and effectively presented. Compares pre- and post-test performance and offers a rationale for the quality of student performance.</p>	<p>Analysis of data may lack details and/or may not be effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance.</p>
	<p><b>Target 3</b></p>	<p><b>Acceptable 2</b></p>	<p><b>Unacceptable 1</b></p>
<p><b>Reflection on Teaching Effectiveness</b></p>	<p>Reflection on teaching effectiveness is detailed and includes connections to the Danielson framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate proposes a systematic, effective plan for improving each student's performance based on results of this work sample.</p>	<p>Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson framework. Commentary links learning theories to practice. Candidate offers several effective ideas for improving each student's performance based on results of this work sample.</p>	<p>Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson framework. Commentary does not adequately analyze teaching practices and /or link learning theories to practice. The ideas offered by candidate for improving each student's performance are inadequate and/or ineffective and may not be based on the results of the work sample.</p>
<p><b>Reflection on Professional Growth</b></p>	<p>Candidate provides a comprehensive plan for professional growth and improvement in teaching.</p>	<p>Candidate identifies several aspects of professional growth needed and sets several goals for improvement.</p>	<p>Candidate is unable to plan effectively for future professional growth.</p>

Name: \_\_\_\_\_ Banner ID: @\_\_\_\_\_ Date: \_\_\_\_\_ Program: \_\_\_\_\_

**SCORING:**

- \_\_\_\_\_ points Description of the Learning Environment / Inclusive Context
- \_\_\_\_\_ points Planning for Instruction in Inclusive Settings: Unit Plan
- \_\_\_\_\_ Points Planning for Instruction in Inclusive Settings: Selected Lesson Plans
- \_\_\_\_\_ points Implementing Instruction: Evaluation by Supervisors
- \_\_\_\_\_ points Implementing Instruction: Self-Evaluations on Lesson Plans
- \_\_\_\_\_ points Assessment of Student Learning in Inclusive Settings: Design of Assessments
- \_\_\_\_\_ points Assessment of Student Learning in Inclusive Settings: Impact on Student Learning
- \_\_\_\_\_ points Analysis of Student Learning: Formative and Alternative Assessments
- \_\_\_\_\_ points Reflection on Teaching Effectiveness
- \_\_\_\_\_ points Reflection on Professional Growth

\_\_\_\_\_ points TOTAL RUBRIC SCORE

*Please note that raw scores cannot be converted directly to percentages on a scoring rubric. There are various options for determining a percentage. One is to use a formula such as the following:*

**Apply Rubric Formula:** (Total Rubric Points x 52) / 30 + 48 = \_\_\_\_\_% Grade: \_\_\_\_\_

**For example:** (26 x 52) = 1352 / 30 = 45.07 + 48 = 93.07 % Grade: A

*Another option is to calculate the percentage using the following website: [www.roobrix.com](http://www.roobrix.com). The site contains a table in which you provide a few pieces of information, including what you want the lowest passing percentage to be, and the table calculates the percentage for you immediately.*