



# Stony Brook University

## Teacher Candidate Work Sample for Student Learning Science Education Program

### Introduction

Educators today place a high premium on knowledge of standards and assessment and the ability to design instruction, which links them together to enhance student learning. The work sample is designed to help teacher candidates grow professionally by focusing on the complex relationship between the school district, state standards, assessment, and instruction. It will also help them learn how to systematically link content, pedagogy, and classroom practice. The work sample also provides the Science Education Program with important evidence that candidates have met our graduation standards and that they 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 (community and school in which they teach) and is cognizant of equity and social-emotional concerns for all learners in their classes
- the teacher sets significant and challenging learning goals that address both national Next Generation Science Standards (NGSS) and state standards (New York State Core Curricula for the sciences and NYS Science Learning Standards (NYSSLS))
- the teacher uses multiple modes of assessment that are aligned with learning goals at key points in the instructional sequence to monitor student learning and modify instruction according to student needs
- the teacher plans lessons and selects a variety of instructional strategies that take into account pre-assessment findings, learning goals, resources, and the different abilities and needs of the students
- the teacher uses assessment data to analyze student learning and provide feedback to students about their progress and achievement
- the teacher reflects upon their own teaching and uses insights gleaned through the process to improve student learning and promote professional growth

Each of these core elements will be addressed in the work sample.

**Rubrics will be used to assess candidate work (see attached).**

**Teacher Candidate Work Sample for Student Learning  
Science Education Program**

<b>Does Not Meet Standards (1)</b>	<b>Minimally Meets Standards (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Standards (4)</b>
Demonstrates lack of mastery in writing skills (grammar and spelling). <i>Poorly organized</i>	Demonstrates minimal competency in writing skills (grammar and spelling) <i>Somewhat organized</i>	Demonstrates competent use of standard writing skills (grammar and spelling). <i>Organized</i>	Demonstrates effective use of writing skills (grammar and spelling) <i>Well organized</i>
Response to prompt in this section is cursory. Paragraphs do not contain details that address the prompt.	Response to prompt in this section shows minimal analysis of the required components. Paragraphs contain some detail that addresses the prompts.	Response to prompt in this section shows some analysis of the required components. Paragraphs contain adequate detail that addresses the prompts.	Response to prompt in this section is clear, with extensive analysis of the required components. Paragraphs contain detail that addresses the prompts and is supported with evidence.
Response does not demonstrate insight into the material addressed. Demonstrates poor understanding of concepts.	Response demonstrates minimal insight into the material addressed. Demonstrates some understanding of concepts.	Response demonstrates significant insight into the material addressed. Demonstrates understanding of concepts.	Response demonstrates significant insight into the material addressed. Demonstrates sophisticated understanding of concepts.
Narrative displays misconceptions of pedagogical theory.	Narrative displays minimal knowledge of pedagogical theory.	Narrative displays adequate knowledge of pedagogical theory.	Narrative displays detailed or extensive knowledge of pedagogical theory.

## Part I. The Contextual Factors – Setting for Learning

While schools may be similar with respect to the basic science courses they offer, 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 teachers know about these elements, the better equipped they will be to successfully address the needs of the school and its students. Using the prompts below, describe the community, the school, and the students in the classroom where the work sample unit will be taught. Answer parts A, B, and C below.

### A: Community

Describe how the characteristics of the community may affect teaching and learning. Much of this information can be found on the State/District Report Cards that are issued yearly for each school. For this assignment, use the District Report Card data that can be found on the New York State Education Department website: <https://data.nysed.gov> More detailed information about community demographics and school funding, including information on high needs districts, can be found at <http://www.p12.nysed.gov/stateaidworkgroup>

Report Cards are available on the Internet from the New York State Education Department website: <https://reportcards.nysed.gov/> . More detailed information about community demographics and school funding, including information on high needs districts, can be found at <http://www.p12.nysed.gov/stateaidworkgroup> and [www.longislandindex.org](http://www.longislandindex.org) .

Include the following as a bulleted list: (Cite the source for each piece of data)

- name the school district
- description of the school district
  - where it is located
  - communities included in the district, etc.
  - number of elementary, middle, and high schools
- range of home prices in each of the communities served by the school district (suggestion: see [www.CityData.com](http://www.CityData.com), [www.zillow.com](http://www.zillow.com), and [www.Newsday.com](http://www.Newsday.com))
- total number of students enrolled in the district
- percentage of students classified as Special Education/504 students
- percentage of students classified as ENL
- racial/ethnic makeup of the community
- number of students eligible for free and reduced lunch
- resources of the district and its support of education
  - total yearly budget
  - expenditure per pupil for general education
  - expenditure per pupil for special education
- performance of the school on state assessments, including:
  - percent of high school students earning a diploma
  - percent of students scoring above 65 on each of the FOUR science Regents exams (All students category)

- percent of students with Mastery on each of the FOUR science Regents exams (All students category)
- percent of students scoring 3 or 4 on the 8<sup>th</sup> grade science assessment (All students category)
- percent of students scoring at each level on the 4<sup>th</sup> grade science assessment (All students category)

## **B. School, Classroom, and Individual Students**

- Describe the school (size, school administration organization, ability groupings, scheduling patterns, etc.). Ask your Cooperating Teacher for a copy of the Teacher or Student handbook. Make copies of the school daily schedule, discipline policies, attendance policies and school safety procedures in case of emergency. Attach these to your work sample.
- Describe the physical layout of the classroom in which you are placed, indicate whether the classroom is shared with other teachers, and describe the technology and other resources available in the classroom.
- Safety: Draw a sketch of the room. Mark the following on this “room map”. Location of the instructions to exit classroom in case of fire (and what it says), fire extinguisher, fire blanket, eye wash station, safety shower, gas shut-off valve, fume hood. (List the items that are missing in the room, if any.)
- Describe the “classroom climate”, e.g., classroom management issues and how the teacher addresses issues associated with student behavior.
- For one of the classes that you teach/observe provide the following information:
  - total number of students
  - gender balance
  - level of course (e.g., Regents, honors, AP, etc.)
  - number of periods per week that the class meets
  - textbook (if any) and other required resources
  - number of special education/504 students (give a list of the modifications required for students in the class)
  - number of students with limited English proficiency (include information about native languages spoken by these students)
  - number of students receiving AIS (academic intervention services) or other support services

## **C. Data’s Influence on Instructional Design and Assessment**

Describe how the data and characteristics presented in subsections A and B will constrain or support instructional design and assessment within the school district and your classroom, e.g., proficiency in reading and mastery of academic skills, the socio-economic level of the community, and other relevant factors.

Name \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

**Part I Rubric – Contextual Factors, the Setting for Learning**

<b>A. Community</b>	Missing	(1)	(2)	(3)	(4)
Name and description of the school district					
Range of home prices					
Total number of students enrolled in the district					
Percentage of students classified as Special Education/504					
Percentage of ESL students					
Racial/ethnic makeup of the community					
Number/percent of students eligible for free and reduced lunch					
Total yearly budget for the school district					
Expenditure per pupil for general education					
Expenditure per pupil for special education					
Percent of high school students earning a diploma					
Percent of students scoring above 65 on <b>each</b> of the science Regents exams					
Percent of students with Mastery on <b>each</b> of the science Regents exams					
Percent of students scoring 3 or 4 on the 8 <sup>th</sup> grade science assessment					
Percent of students scoring at each level on the 4 <sup>th</sup> grade science assessment					
<b>B. School, Classroom, and Individual Students</b>	Missing	(1)	(2)	(3)	(4)
Description of the school (size, organization of school administration, ability grouping, scheduling patterns).					
Copies of discipline policies, attendance policies and school safety procedures in case of emergency					
Description of the physical layout of the classroom, whether it is shared with others, and the technology/resources in room					
Room map of safety features <b>(x2)</b>					
Location of instructions to exit classroom in case of fire <b>and</b> what it says. (This can be noted on room map)					
Description of the classroom climate <b>and</b> any issues relating to student behavior.					
For one of the classes that you teach/observe, provide student characteristics as outlined in last bullet of Section B.					
<b>C. Data's Influence on Instructional Design and Assessment (x3)</b>	Missing	(1)	(2)	(3)	(4)
Description of how the data and characteristics presented in Sections A and B will influence instructional design and assessment					
<b>Work Sample I Summary Assessment</b>					
Does Not Meet Standards: _____ Minimally Meets Standards: _____			Meets Standards: _____ Exceeds Standards: _____		

**Comments:**

## Part II. Learning Goals

The most basic condition for effective instruction is that each lesson's objectives and instructional activities be aligned with the curriculum and the concepts that you wish your students to acquire. This section of the work sample is a plan for the implementation of a two-week unit of standards-based instruction. The plan itself should be based on NYSSLS and one of the New York State science core curricula (Chemistry, Earth Science, Living Environment, or Physics). A well-designed unit will address one or two NYSSLS Performance Expectations which may be addressed in different ways in the individual lessons. It should consist of a sequence of interrelated lessons organized to address the selected Performance Expectation(s). Include the Anchoring Phenomena, Disciplinary Core Ideas, Cross-Cutting Concepts, and NGSS Scientific Practices. See outline below for information about the components that are required in this section.

### A Three -Dimensional Unit Plan Graphic Organizer

*(Note: Remove all italicized text as you complete this document for submission.)*

**Title:** Name the unit to reflect the *topic*. **NOTE:** Do not use the unit titles as given in NYSSLS.

**Core Curriculum being addressed:**

**Topic to be taught:**

**Unit overall objective:**

**NYSSLS Performance Expectations:** *Include text of PEs that pertain to the storyline of the unit*

**NYSSLS DCI's** *Copy and paste all DCIs that pertain to the storyline of your unit*

**NGSS Scientific Practices:** *List SEPs that apply to your unit plan*

**NGSS Cross Cutting Concepts:** *List CCCs that apply to your unit plan*

#### New York State Core Content Standards

*Standard 4 Key Idea(s) that are to be addressed in the unit of instruction (see Core Document) INCLUDE IDENTIFICATION # and TEXT of selected Key Idea(s), Performance Indicators, and Major Understandings that will be addressed in the unit.*

#### NYS Core Process Skills based on Standard 4:

*INCLUDE ID # and TEXT of selected Process Skill(s)*

*Chemistry and Physics: Select Process Skills Based Standard 4*

*ES and LE: See Intermediate Core Document for Process Skills Based on Standard 4 (p.10 –11)*

*LE: Include items from Appendix A - Laboratory Checklist, where relevant (p. 21)*

**DCI Learning Progressions:** *Go to NGSS Appendix E and for each disciplinary core idea within the selected performance expectation in your unit plan, copy the appropriate sections of the table. Include K-2, 3-5, 6-8, and 9-12.*

**Scientific Practices Learning Progressions:** Go to NGSS Appendix F and for the scientific practice connected to your performance expectation, copy the appropriate sections of the table. Include K-2, 3-5, 6-8, and 9-12.

**Cross Cutting Concepts Learning Progression:** Go to NGSS Appendix G and for the cross-cutting concept connected to your performance expectation, copy the appropriate sections of the table. Include K-2, 3-5, 6-8, and 9-12.

**Anchoring Phenomenon:** Guides the entire unit and should address the heart of the unit based on all the Performance Expectations. A phenomenon could be a description, video, picture, etc. (You should keep returning to your anchor phenomenon as you progress through the unit.)

**Essential Questions:** Include 2 or 3 thought provoking questions that give conceptual depth to the big ideas. These are open ended and provocative.

**Concept Map:** Include a picture of your concept map in the space below or attach it as a separate document.

**Storyline:** Explain how your lesson plans build on each other to help students understand relationships between scientific concepts (DCI's,; scientific practices, and the anchoring phenomenon in the unit plan. Answer each question below:

1. Explain why you chose your anchoring phenomenon for this unit.
2. How is the anchoring phenomena introduced in the beginning of your unit, how does it flow through lessons within the unit, and how is it concluded at the end?
3. Explain how your lesson plans create a sequence in which each lesson builds on the previous one. Why and how did you choose the final order of your lessons?
4. How were specific scientific practices used to support students' sense making of the anchoring phenomenon? For example, how did you use "Asking Questions"?
5. How were specific cross cutting concepts used to support students' sense making of the anchoring phenomenon? For example, how did you use "Patterns"?

**Lesson Plans:** Based on the Scope and Sequence that is developed for the unit, duplicate the following table for the ten lessons you plan to write for the unit.

Lesson #	Title
Standard 4 Key Idea, PIs, MUs, Process Skills:	
Lesson Phenomenon:	
Number and Name of Disciplinary Core Idea(s) used in this lesson:	
Name of Scientific Practice(s) used in this lesson:	
Name of Cross Cutting Concept(s) used in this lesson:	
Misconceptions associated with this lesson	
Learning Objectives:	
1.	
2.	
Activities/Labs:	

Name \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

**Part II Rubric – Learning Goals Graphic Organizer**

<b>Details about your Three -Dimensional Unit Plan</b>	Missing	(1)	(2)	(3)	(4)
Title of Unit					
Core Curriculum being addressed and Topic to be taught					
Unit Overall Objective	Missing	(1)	(2)	(3)	(4)
NYSSLS Performance Expectation(s)	Missing	(1)	(2)	(3)	(4)
NYSSLS DCI's	Missing	(1)	(2)	(3)	(4)
NGSS Scientific Practices	Missing	(1)	(2)	(3)	(4)
NGSS Cross Cutting Concepts	Missing	(1)	(2)	(3)	(4)
Anchoring Phenomenon	Missing	(1)	(2)	(3)	(4)
<b>New York State Core Content/ Enduring Understandings</b>	Missing	(1)	(2)	(3)	(4)
New York State Standard 4 Key Ideas that are to be addressed					
Performance Indicators that will be addressed					
Major Understandings that will be addressed					
Process Skills based on Standard 4					
<b>Learning Progressions</b>	Missing	(1)	(2)	(3)	(4)
<b>For DCI's</b> (See NGSS Appendix E)					
<b>For Scientific Practice</b> (See NGSS Appendix F)					
<b>For Cross Cutting Concept</b> (See NGSS Appendix G)					
<b>Essential Questions</b>	Missing	(1)	(2)	(3)	(4)
Include 2 or 3					
<b>Concept Map</b>	Missing	(1)	(2)	(3)	(4)
Include a picture or attach as a separate document					
<b>Storyline</b>	Missing	(1)	(2)	(3)	(4)
<b>Question 1</b>					
<b>Question 2</b>					
<b>Question 3</b>					
<b>Question 4</b>					
<b>Question 5</b>					
<b>Lesson Plan Tables (x3)</b>	Missing	(1)	(2)	(3)	(4)
Include table for each of the ten lessons in the unit plan					
<b>Work Sample II Summary Assessment</b>					
Does Not Meet Standards: _____		Meets Standards: _____			
Minimally Meets Standards: _____		Exceeds Standards: _____			
<b>Comments:</b>					

**Part III. Assessment**



Well-designed assessments can improve instruction in several ways. They will guide instruction by keeping teaching focused on the standards to be addressed and the learning objectives for each lesson in the Unit Plan. The assessment plan for the unit should correlate with the learning objectives of the Unit Plan. It should employ multiple forms of assessment placed throughout the unit such as formative, summative, and authentic assessments. Remember to *Begin with the End* and write your final assessment before developing the lesson plans for the unit.

**Create an assessment plan that will include each of the following assessments:**

**For each Assessment include:**

- a) Blank copy of the assessment (with student directions as needed)
- b) Answer Key

1. **Pre -Assessment:** This determines what students do and do not know about the content related to the learning objectives of the unit. This should be designed in such a way that you will be able to identify the **misconceptions** that your students hold regarding the topic, as identified in the Lesson Plan Table in Part II.
2. **A lab activity:** This must be hands-on and based on the SEPs, not a paper and pencil worksheet. Students should be making predictions, possibly following or designing an experimental procedure, collecting/analyzing data, and drawing conclusions based on evidence.
3. **Formative assessment in each lesson:** For example: Do Now, exit card, toolbox tool, or technology-based assessment.
4. **Final summative assessment** to be used for this Unit Plan. As you design this assessment, include items that will give information about student learning with respect to the learning objectives for the Unit.

This assessment should include the following sections using questions drawn from prior Regents Examinations in the relevant content area.

Part A: Multiple Choice questions (10)

Part B1 Questions (5)

Part B2 Questions (5)

Part C Question (1)

Part D Question - write one Part D question based on the lab activity conducted during the Unit. This assessment should resemble a 3-Dimensional Assessment. (Use the *Short Performance Assessment Template* found in the Work Sample Folder on BrightSpace).

NOTE: For each part of the final summative assessment (unit exam) include:

- a) Directions for completing each section (including where to write answers)
  - b) Point value for each question on the exam
5. **Summative Assessment Table:** For the questions used in Parts A, B, C, and D, provide a table that includes the exam question number, point value for the question, answer to the question, the date of the Regents exam & question number where the question was found, and the lesson where the concept is addressed.

**Summative Assessment Table: (Part A and Part B questions)**

Question #	Point Value	Answer	Source info	Lesson #

**For Part C and Part D questions, create your own table.**

Name \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

**Section III – Assessment Rubric**

Assessment Plan	Missing	(1)	(2)	(3)	(4)
Pre- Assessment					
Lab activity assessment					
Formative assessment(s)					
Final summative assessment					
Summative Assessment Tables					

**Work Sample III Summary Assessment**

Does Not Meet Standards: _____ Minimally Meets Standards: _____	Meets Standards: _____ Exceeds Standards: _____
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**Comments:**

## Part IV. Instructional Design

Develop a unit of instruction (10 lessons) that will enable all your students to achieve the standards-based learning goals identified in Work Sample Section II.

### A. Submit the Strategy Chart (below) as the first page in Section IV of the Work Sample.

The plan should form a coherent, connected instructional sequence from the first day until the last day of the unit and include:

1. Ten sequentially numbered lessons for the unit plan (use the assigned Lesson Plan format).
2. A minimum of five instructional strategies selected from the toolbox.
3. A minimum of two laboratory investigations - both should address a phenomenon. If appropriate, incorporate engineering design in one of the laboratory investigations.
4. A minimum of one lesson that incorporates use of a form of technology, e.g., data sensing probes, on-line simulations or activities, Excel spreadsheet/graphing.
5. A minimum of one lesson that incorporates cooperative learning (not just group work!)
6. At least one literacy component that addresses important lesson vocabulary or reading skills.
7. At least one lesson in which students are required to use mathematics as addressed in the Math Common Core standards (Math /Science Integration).
8. At least one lesson that incorporates History of Science.
9. At least one lesson that incorporates Nature of Science (NOS).
10. Include at least one real world or authentic connection between the subject matter and a societal issue, community concern, personal or technological application, or current event.
11. Include at least one lesson in which *students* orally assert and defend arguments/claims in science, demonstrate what they know about a concept, and convey what they have experienced or learned (to small groups or to the entire class).
12. A minimum of two homework assignments, other than those drawn from a textbook. At least one homework assignment should include choices that will address the needs associated with different learning styles, i.e., differentiation, and at least one should include a vocabulary exercise.
13. Include at least one type of assessment that requires the use of educational technology to assess your students.

### B. Reflection:

1. Where in the unit would you differentiate instruction for a variety of learners, such as English Language Learners, gifted and talented, students with IEPs and 504 Plans, struggling readers, underperforming students, and those with physical disabilities? Give examples of possible differentiation opportunities. Explain your choices.
2. Reflect on the process of assembling this unit plan. What did you find helpful? What did you find particularly difficult? What would you have done differently?

### Work Sample Part IV - Strategy Chart

<b>1.</b>	Ten sequentially numbered lessons for the unit plan (use the assigned Lesson Plan format).		
		Lesson #	Title of Lesson
<b>2.</b>	Toolbox/NGSS Instructional Strategies 1. 2. 3. 4. 5.	Lesson Lesson Lesson Lesson Lesson	
<b>3.</b>	Laboratory investigation 1 (guided inquiry) Laboratory investigation 2 (engineering design, if appropriate)	Lesson	
<b>4.</b>	Technology lesson (on-line activities, simulations, computer equipment, excel, etc.)	Lesson	
<b>5.</b>	Cooperative learning	Lesson	
<b>6.</b>	Literacy component	Lesson	
<b>7.</b>	Science/Mathematics integration	Lesson	
<b>8.</b>	History of Science	Lesson	
<b>9.</b>	Nature of Science (NOS)	Lesson	
<b>10.</b>	Real World Connection to a societal issue, community concern, personal or technological application, or current event	Lesson	
<b>11.</b>	Assessment using an educational technology tool	Lesson	
<b>12.</b>	Oral Student Presentation with Claim/Evidence and Argumentation	Lesson	
<b>13.</b>	Homework assignment- vocabulary Homework Assignment – differentiated	Lesson Lesson	

**(NOTE: A lesson may address more than one element in this chart.)**

Name \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

**Part IV – Instructional Design Rubric**

	<b>Missing</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
<b>A. Strategy chart</b>					
Ten sequentially numbered lessons for the unit plan, with titles					
Minimum of five instructional toolbox strategies					
Inquiry based laboratory investigation					
Inquiry based or engineering design laboratory investigation					
At least one lesson that incorporates use of technology					
At least one lesson that incorporates cooperative learning					
At least one literacy component within the unit					
At least one lesson in which students are required to use mathematics					
At least one lesson addressing the history of science					
At least one lesson addressing the nature of science					
At least one real world or authentic connection to a societal issue, community concern, personal or technological application, or current event					
One lesson where students orally assert and defend arguments/claims					
At least one assessment that requires the use of an educational technology tool.					
One homework that includes a vocabulary exercise					
One homework that includes choices for differentiation					
<b>B. Reflection</b>	<b>Missing</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
Discussion regarding differentiation and individualization of instruction					
Reflection on process of writing Unit Plan					

**Work Sample IV Summary Assessment**

Does Not Meet Standards: _____	Meets Standards: _____
Minimally Meets Standards: _____	Exceeds Standards: _____

**Comments:**

## Part V. Analysis

The purpose of this section is to show that the teacher candidate can analyze their own teaching. This section should be written in the context of the unit plan described in Part IV. This section will require analysis of the work submitted by students in one class, as described below.

**NOTE:** An item analysis of the Summative Assessment is to be submitted in Work Sample Part V. In order to complete the item analysis, it is necessary to make copies of the final assessment answers for every student in the selected class prior to returning the tests.

Select five students in **one of your classes** and track their progress during the Unit. Three of the five students should represent a “**variety of learners**”, e.g., students with Individualized Education Programs (IEPs) or 504 plans, specific language needs (ENLs), needing greater challenge or support, who struggle with reading, who are underperforming, or with gaps in academic knowledge.

**For the five selected students**, make copies of each of their individual assessments throughout the unit of instruction. You should remove student names from each document and replace it with the code A, B, C, D, E before you submit the papers as part of Work Sample V.

From the five students that were tracked, select three students for whom you have each of the required assessments. For each of these students indicate their grade (in school), present class average, as well as the characteristic that was used to select this student. Give a brief explanation of why you chose the students. **Do not identify students by name.**

- **Pre-Assessment:**
  - Describe how the information that was gathered in the pre-assessment was used to inform instruction for your class throughout the unit. What changes were made, if any, in your initial unit plan based on the information gathered from the pre-assessment? Explain the reason for any changes due to the pre-assessment results.
  - Write a short description of what you learned about each student from the pre-assessment.
  - Attach a copy of one pre-assessment paper for each of the three students to this section of the Work Sample.
- **Lab:**

Based on one of the lab activities in this Unit Plan, analyze the papers for the three students and consider what learning did/did not occur as a result of performing the lab.

  - Support your conclusions with evidence wherever possible.
  - Attach a copy of the graded work that each of the three students submitted following the lab activity.
- **Summative Assessment:**

Perform an item analysis for the final assessment that was administered to the entire class. Include the following information:

- a) In chart format report: a) average grade, b) range of grades, and c) percent of students who correctly answered each question.
- b) Identify three questions that had the largest number of student errors.
- c) Suggest some changes in instruction that will enable you to more effectively teach the concepts addressed in the questions identified in (b) above.

- **Analysis**

Compare the performance of each of the three selected students (A, B, C) on the pre-assessment and summative assessment, and discuss the effectiveness of your instruction with respect to the following items:

- acquisition of content knowledge
- one or two misconceptions that were identified in the pre-assessment and analyze whether the students changed their perceptions upon completion of the unit.

Name \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

**Section V – Analysis Rubric**

<b>A. For the three students selected for this analysis</b>	Missing	(1)	(2)	(3)	(4)
<b>Identify the characteristics of the three selected students</b>					
First Student					
Second Student					
Third Student					
<b>Pre-Assessment</b>					
Copy of pre-assessment papers for three selected students					
Description of how pre-assessment informed instruction.					
Describe changes that were made in the initial unit plan.					
Explain reasons for changes					
What was learned about three students from pre assessment					
<b>Lab</b>					
Copy of graded lab report for selected students					
Analysis of student learning that did/did not occur after lab					
<b>Summative Assessment</b> for class with selected students					
Item Analysis Table (for entire class)					
Identify 3 questions with the highest number of errors					
Suggested changes in teaching to remedy errors in questions					
Copies of final assessment for selected students					
<b>Comparison of pre and summative assessment</b>					
Compare three students' acquisition of content knowledge					
Compare selected students with respect to misconceptions					
<b>Work Sample V Summary Assessment</b>					
Does Not Meet Standards: _____			Meets Standards: _____		
Minimally Meets Standards: _____			Exceeds Standards: _____		
<b>Comments:</b>					

**Part VI. Self-Evaluation, Reflection, and Synthesis**



- A. Evaluate** the success of the lessons taught during the Unit Plan. Address the following:
- 1) alignment between the learning objectives, instruction, and assessments in the Unit Plan
  - 2) evaluation of how you opened and closed the lessons
  - 3) identification of strengths and weaknesses in the lessons
  - 4) evaluation of student engagement during the lessons
  - 5) discussion of classroom management issues and the effectiveness of your responses to these issues

**B. Reflecting** on the analysis done in Part V:

- Recall **one** time during the unit when a student's response or reaction caused you to modify your original design for instruction. Use a specific example to:
  - describe a situation that caused a rethinking of plans.
  - describe the plan modification(s) that were made to improve student learning.
- Reflect on the three selected students and discuss what modifications could have been made to improve student learning during the lessons included in this Unit Plan.
- Identify one area in which your teaching was particularly strong. Provide evidence to support the assertion.
- Describe how teaching this Unit Plan has promoted your personal professional growth.

**C. Synthesis:**

Select and support at least two instances within this Work Sample where decisions about planning and execution of lessons were informed by scholarly literature that you read while in Methods 1, Methods 2, and the core education courses (Foundations of Education SSE 350/CEE 505, Language and Literacy Acquisition (LIN 344/CEE 594), Human Development (PSY 327/CEE 595) and Special Education (CEF 347/CEF 547). (Include relevant citations.)

Name \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

**Section VI – Self Evaluation, Reflection and Synthesis**

<b>A. Evaluation of success of the lessons with respect to:</b>	Missing	(1)	(2)	(3)	(4)
Alignment between learning objectives, instruction, and assessments					
Evaluation of opening and closing lessons					
Identification of strengths and weaknesses in lessons					
Evaluation of student engagement during lessons					
Discussion of classroom management issues					
<b>B. Reflection on Analysis in Part V</b>					
Description of a situation that required modification of lesson plan					
Description of the plan modifications made to improve learning					
For the each of the selected students, discuss modifications that could have been made to improve student learning during this unit plan					
Example of when teaching was particularly strong, with supporting evidence					
Describe how teaching this unit has promoted personal professional growth					
<b>C. Synthesis</b>					
Decisions informed by scholarly literature (with citations)					
<b>Work Sample VI Summary Assessment</b>					
Does Not Meet Standards: _____		Meets Standards: _____			
Minimally Meets Standards: _____		Exceeds Standards: _____			
<b>Comments:</b>					