Stony Brook University

Distributed Teacher and Leader Education

TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL)

Introduction

The Teacher Candidate Work Sample for Student Learning (TCWSSL) is an extended assignment which requires the Teacher of English to Speakers of Other Languages (TESOL) teacher candidate to assess instructional choices and strategies in relation to current research in pedagogy, curriculum standards, content area knowledge, and its alignment with the TESOL standards. The TCWSSL focuses on the decision-making process involved in the planning and delivery of a 5 day learning unit of standards-based instruction. It is designed to help prospective TESOL teachers understand the connection between teaching and learning bystudents who are English speakers of other languages (ESOL) by analyzing the multiple, dynamic relationships between planning, instruction and assessment.

The TESOL TCWSSL, a major component of the portfolio submitted at the end of student teaching, measures how well TESOL teacher candidates are able to apply their knowledge and skills in an authentic English as a second language (ESL) 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,

- ❑ sets challenging and diverse learning goals based upon Common Core state standards (CCSS)
- ❑ sets challenging and diverse learning goals based upon national and state TESOL standards,
- ❑ plans ESL lessons and selects instructional strategies that take into account both these learning goals and the different abilities and needs of the ESOL students,
- ❑ uses assessments at key points in the instructional sequence to monitor ESOL student learning and modify that instruction according to ESOL student needs, and
- ❑ can stand back and reflect upon his/her own teaching and use these insights to improve student learning and promote professional growth.

Each of these core elements will be examined in the work sample and outlined in the following pages.

TESOL Standards	TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL) Core Elements

2a, b
 	
edTPA R-3
	1. Contextual Factors – The Setting for Learning (2-4 pages)
	
	While schools may be similar with respect to the basic ESL 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 TESOL teacher candidates know about all of these elements, the better equipped they will be to successfully address the needs of the school and its ESOL students. The TCWSSL should focus on identifying the characteristics of the community and explaining <u>how these characteristics and those of the individual ESOL students affect instructional design.</u>
	
	    A) Describe the Community:
	      1.1 Location of the school and the district
	          1.1 Socio-economic and linguistic profile of the community
	          1.1 Performance of the school on state assessments
	          1.1 Percentage of students classified as Special Education/504
	          1.1 The process of identification and service of ESOL students with special needs; summarize and comment on the process and availability of resources *
	          1.2 Percentage of students classified as Special Education/504
	          1.1 Percentage of ESOL students and their level of English proficiency

TESOL Standards	TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL) Core Elements

	1.1 Description of LAB-R, NYSITELL and/or other standardized testsand their use for placement of ESOL students in the district; comment on the effectiveness of the testing and placement*
	 1.3 Resources of the district and its support of learning for ESOL students
	 For information, the following sources might be consulted::
	 -https://reportcards.nysed.gov/ for school report cards, school funding, high needs status
	 - community websites for local demographics
	 - school district website
	 - district personnel
	 - public library in the district.
	
	 B) Describe the school, ESL classroom, and individual students
	    1.4 School (size, organization plan, ability grouping, scheduling patterns, disciplinary policies, etc.)
	    1.5 Physical layout of the ESL classroom(s) in which teacher candidate is teaching, whether it is dedicated or shared space, availability of technology and other resources
	    1.4 Classroom climate and any issues relating to student behavior.
	    1.4 Specific ESL class that will be used for the work sample and a discussion of the composition of that class.
	    1.4 Choice of three ESOL students from this class who will be monitored throughout the work sample; actual names cannot be used, but they should be of different ability levels (based on language proficiency, learning style, academic background, etc.) information should be provided on:
	     - testing and placement procedures
	     - Student Learning Objective (SLO) created by district ESL teacher
	     - brief social history and socio-linguistic background
	
	 C) Analyze:
	    1.5 Analysis of how the above factors influence learning goals and instructional design
	
	 * Students attending the on-campus seminar (rather than SUTEC) will complete these two items as Reflective Journal essays and include them in the TCWSSL

TESOL Standards	TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL) Core Elements
3a,b,c edTPA R-1, 2, 3, 4	**2. Learning Goals (1-2 pages)** The TESOL work sample focuses on the decision-making processes involved in the planning and delivery of a 5 day learning unit of standards-based instruction. The unit itself should consist of a sequence of interrelated lessons organized around a limited number (4-6) of learning goals. Scaffolded lessons should make clear connections between language acquisition and content and should include development in listening, speaking, reading, and writing. The following must be included: 2.1 Describe the fundamental concepts and Essential Questions and explain the significance of the unit for the English Language Learners 2.2 Based on the pre-assessment of the students identify 4-6 learning goals for the unit; these will form the basis for the assessment of student learning. 2.3 Use a chart similar to the one below or another form of graphic organizer to show how the learning goals are aligned with the relevant national and state standards. 2.4 Identify the development of Academic Language. Specify how the lesson will provide students with the opportunity to acquire the concepts and vocabulary relevant to the comprehension of the lessons.
4b,c edTPA R-5, 9	**3. Assessment Plan (2-4 pages)** The assessment plan for the unit should be based on the learning goals identified above.

Table referenced in 2.3:

		Content Objective	Language Obj.	Syntax Obj.	Listening	Speaking	Reading	Writing	Align to CCSS
Lesson 1	Beginner ELLs								
	Advanced ELLs								
Lesson 2	Beginner ELLs								
	Advanced ELLs								

TESOL Standards	TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL) Core Elements

	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. Assessments are also important because they 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.
	
	 A) Pre-assessment:
	A pre-assessment can take many forms and may be formal or informal (see below). It may be as simple as asking the students to respond to a set of carefully structured questions or to provide information about a specific topic. This will provide a baseline of prior ESOL student knowledge as it relates to your learning goals.
	    3.1 Develop a pre-assessment to determine what students do and do not know about the learning goals of the unit. Included in the assessment should be an evaluation of requisite background knowledge as well as requisite academic language necessary for students to comprehend the unit.
	
	B) Assessment:
	Assessments may be informal, such as student answers to teacher questions, games, and observation of students as they work on a class activity. They may be more formal, or traditional, such as quizzes, tests, reports, as well as other authentic assessments. Multiple forms of assessment should be used.
	    3.2 Describe the assessment plan explaining how the assessments will measure what is taught and how they will show an impact on student learning (growth from pre- to post-assessments). A chart should be used for this. You will be expected to quantify progress that groups of students make along each of the learning goals described earlier.
	    3.3 Include multiple forms of traditional and authentic assessments
	    3.4 Create grading criteria for all assessments and create a rubric for at least one of the major assessments in order to establish clear criteria for various performance levels.
	    3.5 Indicate how assessments can be adapted to meet the needs of individual ESOL students (e.g.: those three who have been identified).

1a, b 2a, b 3a, b, c	4. Design for Instruction

TESOL Standards	TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL) Core Elements

edTPA R-2, 6, 7, 8, 9	Using knowledge of the teaching-learning context and the results of the pre-assessment, the TESOL Teacher Candidate is to design 5 day learning unit of instruction which will help all ESOL students achieve the standards-based learning goals outlined above.
	These lessons should:
	    4.1 Demonstrate an in-depth knowledge of content and the ability to make these ideas relevant and accessible to ESOL students.
	    4.2 Present a coherent content-based, and, where possible, data-based instructional sequence
	    4.3 Employ multiple instructional strategies including at least one ESL lesson with cooperative learning
	    4.4 Include adaptations and accommodations for exceptional ESOL students and demonstrate a sensitivity to the needs of all ESOL students
	    4.5 Integrate technology to enhance instruction (at least one lesson)
	    4.6 Incorporate literacy into content area instruction
	    4.7 Develop ESL lessons that address the use of higher order thinking skills, and demonstrate differentiation of instruction.
	4.8 Identify the CCSS for ELA, the content area and TESOL which are being incorporated.
	    4.9 Identify the connection to ESOL students' background knowledge in a meaningful and respectful manner.
	
	This section of the work sample should include all lessons taught as part of this unit together with all supplementary materials and assessments.

TESOL Standards	TESOL Teacher Candidate Work Sample for Student Learning (TCWSSL) Core Elements

4a, c
5a
 	
edTPA R-11, 12, 13, 14
	5.Analysis of ESOL Student Learning (2-3 pages plus visuals)
	
	The purpose of this section is to show that the TESOL Teacher Candidate can analyze the impact of instruction. This section has three main components:
	   5.1 For the entire class, a visual means (chart, graph) should be used to demonstrate student learning with respect to the unit learning goals
	   5.2 For the three students chosen for monitoring, quantify their achievements on particular assessments; explain which instructional strategies were most and least effective for these individual students and give possible reasons for these learning outcomes. Provide rationales and examples of the feedback the teacher candidate provided to the targeted ESOL students.
	   5.3 Interpret results of quantitative and qualitative analysis to assess impact of instruction on student learning. Provide descriptions and examples of the manner in which the teacher candidate provided opportunities for ESOL student to implement the feedback to guide their additional growth of Academic and linguistic proficiencies.
	   5.4 Using examples from targeted ESOL students' work demonstrate progress students made in the application of Language Objectives in demonstrating their comprehension of the Content Objectives.

5a, c
 	
edTPA R-10, 15
	6. Reflection and Self-Evaluation (2-3 pages)
	
	The purpose of this final section is to show that the TESOL Teacher Candidate is able to self-reflect on his/her own teaching and use these insights to grow professionally.
	Answer the following questions, demonstrating an understanding of your own strengths and weaknesses, supported by evidence. Translate these insights into concrete goals for professional growth.
	   6.1 If you were to teach this unit again, how would you revise your learning goals, instructional design decisions, or assessment system? Explain your reasoning.
	   6.2 Identify specific areas where you think your teaching was particularly strong. Provide evidence to support your claim.
	   6.3 Identify specific areas (assessment, individualization of instruction, content knowledge, etc.) where you feel you need improvement in order to become an accomplished classroom teacher (goals for professional growth).Connect your thoughts to relevant research.

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	6.4 What specific insights or experiences do you wish that you had had before you began student teaching? In detail, identify and justify those components of your learning unit that you would teach differently if given the chance. How will you use your analysis of student learning to decide what and how to teach the next lessons?

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Scoring Rubric for the TESOL Teacher Candidate Work Sample (TCWSSL)

Inadequate (1)	Meets Standards (2)	Exemplary (3)
Demonstrates minimally acceptable writing skills (grammar and spelling) Some difficulty in organization	Demonstrates competent use of standard writing skills (grammar and spelling).Organized	Demonstrates effective use of writing skills (grammar and spelling) Well organized
Response to prompt in this section shows little analysis of 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 demonstrates some insights into the material covered. Shows inadequate understanding of concepts	Response demonstrates significant insight into the material covered. Shows understanding of concepts.	Response demonstrates significant insight into the material covered. Shows sophisticated understanding of concepts.
Narrative displays little knowledge of English as a second language (ESL) pedagogical theory	Narrative displays adequate knowledge of English as a second language (ESL) pedagogical theory	Narrative displays detailed or extensive knowledge of English as a second language (ESL) pedagogical theory

TESOL Teacher Candidate Work Sample Scoring Rubric

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
	1. Contextual Factors – The Setting for Learning			
2 a, b	1.1 Analyzes demographic, cultural and linguistic characteristics of the community and the school 1.2 Describes resources of community and support of learning for ESOL students 1.3 Describes aspects of school organization that impact instruction of ESOL students 1.4 Describes the ESOL students in target class and their skills, prior learning, and learning differences 1.5 Analyzes how the above factors will influence learning goals and instructional design	• Two or more of the indicators for the description of learning context are not met or represent poor quality work, and narrative displays an inadequate understanding of the school, its community, and the ESOL students being taught, and/or a lack of care and time. • Candidate analysis of instructional implications of the community, school, and classroom description is superficial, incomplete and/or fails in other ways to provide an adequate foundation for instructional planning.	• All of the major indicators for the description of learning context 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 ESOL students being taught. • Candidate addresses instructional implications of the community, school, and classroom description, but analysis may be general and intuitive rather than specific and theoretically informed.	• All indicators for the description of learning context are met to an exemplary degree, and narrative demonstrates a sophisticated understanding of the school, its community, and the ESOL students being taught. • 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.
	2. Learning Goals			

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
3a, b, c	2.1 Describes the fundamental concepts and Essential Questions and explains the significance of the unit for ESOL students 2.2 Identifies 4-6 significant, varied and challenging learning goals	• Narrative displays weak content knowledge and little awareness of the major issues to be addressed in the unit and may not adequately explain either how the unit fits into the curriculum, or the ways in which individual lessons and the instructional sequence support learning goals.	• Narrative displays adequate content knowledge and 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 and the instructional sequence support learning goals.	• Narrative displays sophisticated knowledge of the content to be taught and the fundamental concepts of the discipline and clearly articulates significance of the topic within the overall curriculum and the ways in which individual lessons and the instructional sequence support learning goals.
	2.3 Aligns learning goals with national and state TESOL standards and appropriate content area standards; chart is completed .	• A substantial proportion of learning goals do not address significant issues and/or their relation to standards is unclear or absent; chart is unclear	• Most learning goals address significant issues and are aligned with standards, clearly enumerated in chart	• All learning goals address significant issues, are clearly aligned with standards; chart is comprehensive
3. Assessment Plan				
4b,c	3.1 Develops clear and well-designed pre-assessments that are aligned with learning goals and TESOL standards 3.2 Develops clear and well-designed post-assessments	• Pre- assessments are poorly designed, and/or not aligned with learning goals and results do not inform instruction. • Assessments are poorly designed, and/or not	• Pre-assessments generally address the learning goals and are consistent with instructional decisions; results are sometimes used to inform instruction.	• Pre- assessments are well designed and aligned with learning goals; results are used to inform instruction.

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
	that are aligned to learning goals and TESOL standards	aligned with learning goals and results do not inform instruction.	• Assessments generally address the learning goals and are consistent with instructional decisions; results are sometimes used to inform instruction.	• Assessments are well designed and aligned with learning goals; results are used to inform instruction
	3.3 ESL unit employs multiple forms of traditional and authentic assessment	• ESL unit relies upon a small number of traditional assessments which may not either adequately promote or assess student learning.	• ESL unit generally relies on traditional assessment tools (multiple choice, short answer, essay) that may not provide students with the opportunity to apply and extend their knowledge.	• ESL unit employs multiple forms of traditional and authentic assessment to assess and promote student learning and modify instruction.
	3.4 Creates grading criteria for all assessments and accommodates various performance levels through the use of rubrics	• Does not establish clear grading criteria; does not employ rubrics or fails to incorporate them in any meaningful way into instruction.	• Establishes some grading criteria; employs one or more rubrics to help the student understand the individual learning goals and how they will be assessed.	• Establishes clear, complete grading criteria; Designs and employs multiple rubrics to guide student learning, assess performance, provide feedback and self-assessment
	3.5 Adapts assessment based on needs of individual students; differentiates, allowing various means for students to demonstrate proficiency	• Generally does not adapt assessments to meet student needs or does so in inappropriate ways.	• Provides some accommodations in assessment to meet the needs of individual students.	• Consistently differentiates, providing well-reasoned accommodations in assessment to meet the needs of individual students.
	4. Design for Instruction			
1a, b 2a,b 3a,b,c	4.1 Demonstrates in-depth knowledge of content	• Displays gaps in subject area knowledge, unable to effectively	• Demonstrates adequate knowledge of discipline and curriculum, but may	• Demonstrates sophisticated knowledge of key

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
		communicate central concepts of discipline, or adequately respond to ESOL student questions.	not be able to situate the lesson or unit within a broader conceptual framework, or anticipate and respond to ESOL student learning difficulties and misconceptions.	disciplinary concepts, is able to contextualize instruction, and is able to anticipate and respond to ESOL student learning difficulties and misconceptions.
	4.2 Presents a coherent instructional sequence	• Sequence and coherence of ESL lessons is weak and lesson plans are not adequately developed.	• ESL lessons are related to the unit learning goals and lesson plans are adequately developed.	• Unit represents a coherent, well-developed instructional sequence and ESL lesson plans are fully developed in content and pedagogy.
	4.3 Employs multiple ESL instructional strategies including cooperative learning 4.4 Includes adaptations and accommodations for exceptional ESOL students.	• Unit may not employ ESL multiple strategies or implement them successfully. • No modifications designed or implemented.	• Unit employs and adequately implements multiple ESL instructional strategies. • Some modifications designed and implemented.	• Unit demonstrates good execution of wide variety of ESL instructional strategies. • Lessons consistently demonstrate the ability to design and implement adaptations to the needs of exceptional ESOL students in appropriate ways.
	4.5 Integrates technology to enhance instruction	• ESL lessons may not employ web-based and/or device-based technology or fail to do so successfully.	• ESL lessons successfully employ web-based and/or device-based technology to enhance instruction.	• ESL lessons employ web-based and/or device-based technology in innovative ways to enhance instruction.

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
	4.6 Incorporates literacy into content area instruction.	• ESL lessons do not regularly incorporate literacy and/or do not do so in ways which enhance instruction.	• ESL lessons generally incorporate literacy though integration into content area instruction may be artificial.	• ESL lessons consistently incorporate literacy in ways which reinforce content area learning.
	4.7 Develops ESL lessons that are clearly written, utilize higher order thinking skills and demonstrate differentiation of instruction	• ESL lesson aims generally do not promote development of higher-order thinking skills and/or their relation to learning goals is weak; do not show differentiated instruction.	• Most ESL lesson aims promote the development of higher-order thinking skills, support unit learning goals and show differentiated instruction	• All ESL lessons are clearly written, promote higher-order thinking skills, support unit learning goals, clearly show differentiated instruction.
	5. Analysis of ESOL Student Learning			
4a, c 5a	5.1 Charts student learning for the whole ESL class with respect to learning goals	• Student learning is not explained, or charted for ESL class and/or work is sloppy or incomplete.	• Student learning is not well explained; chart is poorly done, not comprehensive or clear	• Student learning is clearly explained; charted in creative and illuminating ways for whole ESL class

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
	5.2 Quantifies student learning for selected individual ESOL students 5.3 Interprets results of quantitative and qualitative analysis to assess impact of instruction on English	• ESOL student learning is not quantified for individual students • Narrative analysis of learning outcomes is incomplete, does not identify salient factors, and/or explain how they influenced ESOL student learning using evidence drawn from unit.	• ESOL student learning is quantified for individual students. • Narrative displays knowledge of class and individual students, identifies salient factors influencing ESOL student learning, and provides plausible explanations of differences in student learning outcomes based on evidence drawn from unit.	• ESOL student learning is demonstrated in creative ways for three individuals. • Narrative displays knowledge of class and individual students, identifies salient factors influencing ESOL student learning, and makes explicit use of TESOL pedagogical theory and evidence drawn from unit to explain differences in student learning outcomes
	6. Reflection and Self Analysis			
5a, c	6.1 Reflects on implications of ESL unit, suggesting 6.2 Reflection on areas of strength; evidence 6.3 Identifies areas of weakness; cites examples, targets professional goals	• Little evidence of reflection or discussion of possible revisions • Narrative is incomplete or missing; displays a weak understanding of candidate's owns strengths • Narrative does not clearly discuss areas for improvement and professional growth; lace of examples	• Narrative shows some thoughtful analysis; incomplete discussion of possible revisions • Shows a developing understanding of strengths with some supportive evidence • Narrative identifies some weaknesses and the ability to translate some of these insights into concrete goals for professional growth.	• Narrative shows reflection and insight with thoughtful revisions suggested • Shows a sophisticated understanding of strengths, with numerous, clear examples • Sophisticated understanding of weaknesses supported by evidence and the ability to translate these insights into concrete

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
	6.4 Provides information about lack of previous experience or insights	• Feedback shows little reflection on personal and professional growth	• Feedback demonstrates personal and professional growth and some implications for adjustments in teacher preparation.	goals for professional growth. • Feedback is clear and thoughtful, with implications and suggestions for adjustments in preparation of teachers.

TCWSSL/Individual Lesson Reflection

Respond to the following questions as you reflect upon the lesson taught.

1. Did I achieve the overall objectives of the lesson? How do I know?

2. What parts of the lesson were effective?

3. What parts of the lesson did not succeed as well, and why?

4. How would I evaluate my introduction to the lesson?

5. To what extent were students productively engaged during the lesson?

6. What changes did I make in the lesson as I taught it? Specify where and why.

7. Were there any unanticipated occurrences?

8. Did any classroom management issues arise? How did I respond?

9. Did I achieve appropriate closure for the lesson?

10. If I were to teach this lesson again, what changes would I make?