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Mission Statement
With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, demonstrate effective teaching skills, and encourage life-long learning.
Welcome to the final step on your journey to become an educator. This is the culmination of all of your hard work. The completion of the work sample is not only a Teacher Standards and Practices Commission (TSPC) requirement, but a chance to highlight your accomplishments, showcase your abilities, and emphasize your commitment to education.

TSPC requires teacher candidates to construct and teach from two work samples based on the latest Oregon Administrative Rules (OARS). These are a requirement of TSPC as a viable way for a candidate to document the ability to:

- **Plan** for meaningful instruction that relates to state and district standards
- **Implement** effective teaching strategies and instructional learning activities
- **Design** authentic assessment tools to evaluate learning and plan for further instruction

All elements of the work sample are to be infused throughout your teacher education coursework at Concordia University. The completion of the two separate work samples will be your culminating performance task that is illustrative of the vast array of teaching/learning knowledge you have gained. The work sample provides documentation of the learning that takes place during your independent teaching. Work samples are important Concordia University and TSPC requirements.

This handbook is designed to clarify the requirements and to provide each teacher candidate with step-by-step guidelines for completing each step of the work sample. Each of these components is explained in great detail in the following sections of the Work Sample Handbook.

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**Technology Recommendation**

It is recommended that you use Microsoft Word® when preparing your work sample. Microsoft Word® has many helpful built-in tools that may make it easier for you to complete various tasks such as, creating tables of contents, using APA formatting, including citations, etc.

- Concordia University students may be able to receive a complimentary copy of Microsoft Office Suite®.
- Additional information can be found at: http://kb.cu-portland.edu
- Tutorials for Microsoft Word® can be found at: http://office.microsoft.com/en-us/word-help
PREPARING A WORK SAMPLE

→ **How to get started:**

1. Before you jump into planning your work sample, first talk to your cooperating teacher to determine which topic would best fit into the currently planned curriculum.

2. After selecting the topic, you will proceed to prepare a Unit Plan (covered in Chapter #2).

3. Once you have completed a fully-developed Unit Plan, you will present it to BOTH your cooperating teacher and supervisor for their review and approval.

4. If your proposed Unit Plan is approved, then you must ask them to sign the Work Sample Approval form, which is included among your other placement materials. It is your responsibility to ask for a review and to get the signatures.

5. After the Work Sample Approval form has been signed, you may proceed and develop the rest of your unit.

→ **How to arrange the lesson schedule:**

Your work sample unit will include a minimum of ten lessons, which are most often taught on a schedule of one lesson per day (approx. 45-60 minutes for each lesson), over the course of two weeks. If you happen to be teaching a block schedule, with elongated classes (typically 90 minutes or so), and have a limited window of opportunity to teach the unit, you may divide each 90-minute class into two 45-minute lessons that you would teach back-to-back, over the course of one week. However, please ask your supervisor for their input and approval if you are planning to teach within a block schedule.

→ **When to begin teaching the unit:**

It is recommended that you plan on teaching the unit during the final 4-6 weeks of your clinical experience. Beware of required state-testing requirements and other potential scheduling conflicts. Ask your cooperating teacher to advise you of the best time to teach the unit. However, be sure that it will fit within the clinical experience schedule.

→ **Format of your work sample:**

Create your work sample as ONE continuous document, adding any exhibits afterwards. This will make it easier for you to submit the electronic version of the work sample. You are welcome to choose a single- or double-spaced format and also may print the work sample as a single- or double-sided document. Be sure to select a font type and size that is easy to read.

→ **When your work sample is due:**

You must complete your work sample and submit it to your supervisor and the Placement Office with TWO weeks of the final day of your clinical experience (see Page #5 for submission instructions). It is extremely important that you finish your work sample and submit it within two weeks! Otherwise, you run the risk of having your next placement put on hold – which may delay your completion of the program. If you require additional time, you must contact your supervisor before the two week due date, in order to request an extension.

Keep in mind that you are being evaluated on your ability to handle the responsibilities of teaching. While the work sample requirement is challenging and time consuming, it is only a mere fraction of what you will be facing as a full-time teacher. Therefore, extensions beyond the two-week deadline will be approved or denied based in part on your handling of the workload and the proper management of your limited time. If you have a history of procrastination, it is recommended that you prioritize the completion of your work sample.

→ **Resources, templates, links, examples and more:**

Many additional resources are available on the Placement Website, including items such as templates, links to standards, recommended reading, and other helpful information. Visit: www.concordiastudentteaching.com/worksample.html
Using the Dividers

Six Chapters
A complete work sample consists of six main chapters. A set of color-coded dividers, used to separate each chapter, has been provided with this handbook. When completed, you will submit your work sample to your supervisor using these color-coded dividers.

Chapter 1
Title Page, Table of Contents and Demographics

Chapter 2
Unit Plan

Chapter 3
Lesson Plans

Chapter 4
Assessment Data and Narrative

Chapter 5
Final Narrative

Chapter 6
Exhibits of Student Work

Two Appendices
Appendices are reserved for clinical experience-related information and paperwork and utilize tab numbers seven and eight.

Appendix A
Reserved for Clinical Experience Paperwork

Appendix B
Reserved for Clinical Experience Paperwork
Submitting a Work Sample

The following instructions describe how to submit your completed work sample. Be sure that you make a copy of your work sample. Also, before submitting your work sample you must first report your assessment data to the Placement Office. Instructions for submitting this data are provided in Chapter 4 of this handbook.

1. Give the hard copy version of the work sample to your Supervisor

(HARD COPY a printed work sample, placed into a binder with color-coded dividers, including exhibits of student work, a picture of your school, and copies of assessment tools (tests, assignments, rubrics)

When you have finished your clinical experience, you will submit your completed work sample (and other placement-related paperwork) to your supervisor. Your supervisor will review your work sample, ensuring that it is complete and that it meets proficiency standards.

Meets Proficiency Standards: If your work sample meets proficiency standards, your supervisor will submit the Work Sample Final Assessment score sheet and all other paperwork to the Placement Office. A passing grade will be posted once the Placement Office has verified that all clinical experience requirements and licensure proficiency standards have been met.

Does Not Meet Proficiency Standards: If your supervisor determines that your work sample is incomplete or otherwise does not meet proficiency standards, it will be returned to you for corrections. When corrections have been made, you will re-submit your updated work sample to your supervisor for re-evaluation. Note: your work sample will only be re-evaluated ONE time. If corrections are insufficient, a no-pass may be recommended.

NOTE: Hard copies of the work samples are no longer returned to the Placement Office and will not be automatically returned to you. If you would like to have your work sample returned to you, you MUST contact your supervisor and make arrangements to pick it up. Scored work samples will not be kept indefinitely.

2. E-mail an electronic version to the Placement Office

All practicum and student teaching candidates are REQUIRED to submit a SOFT COPY version (electronic copy) of the completed work sample to the Placement Office via e-mail. *If you have been asked to make revisions to your work sample, you must re-send an updated soft copy to the Placement Office.

• Prepare your work sample as ONE document/file (rather than separate documents for each section).
  → The inclusion of non-electronic exhibits is optional, but required in the hard copy submitted to your supervisor.
  → Microsoft Word® template available at www.concordiastudentteaching.com/worksample.html

• Change the name of your work sample document to the following:
  → STUDENT G# NUMBER, followed by: "-PR" for practicum or "-ST" for student teaching.
  Example: "G0000555-PR" or "G0000555-ST"

• Attach the document to your e-mail message and . . .
  → In the subject area of your e-mail message, type: your Full Name, followed by the word: "Work Sample"
  → Send your work sample to: placement@cu-portland.edu
Chapter 1:
THE INTRODUCTION

Title Page ➔
The title page includes information such as your work sample topic, placement location, date of instruction and other details which describe what is included within the work sample.

☐ Work Sample Title
☐ Grade and Subject Area
☐ CU Candidate's Name
☐ Concordia University
☐ Dates of Instruction
☐ Semester/Year
☐ Authorization Level
☐ Endorsement

Table of Contents ➔
The table of contents provides the reader with a convenient way of quickly locating the contents within each chapter of your work sample.

☐ Chapter 1: Introduction
☐ Chapter 2: Unit Plan
☐ Chapter 3: Lesson Plans
  ▶ Lesson Plan #1
  ▶ Lesson Plan #2
  ▶ Lesson Plan #3…
☐ Chapter 4: Assessment
☐ Chapter 5: Final Narrative
☐ Chapter 6: Appendix Materials

Demographics ➔
The demographics section is among the most important of the work sample. Through detailed analysis, you will provide the reader and the licensing commission with critical information about your classroom and community.

☐ District
☐ Community
☐ School
☐ Facility
☐ Classroom
☐ Special Needs/Accommodations
☐ Works Cited in Demographics Section
Title Page

The title page will provide readers with an immediate impression of your work sample. Therefore, it is important that proper formatting is used. Examples of proper and improper formatting are provided below.

Include the following:

- Work Sample Title
- Grade and Subject Area
- CU Candidate’s Name
- Concordia University
- Dates of Instruction
- Semester/Year: (Fall or Spring 20__) 
- Authorization Level: (ECE, ELE, MS or HS)
- Endorsement (middle & high school only)

Formatted Correctly

- Includes all pertinent information
- Free of errors
- Visually appealing
- Includes graphic/picture

Formatted Incorrectly

- Missing important information
- Grammatical and typographical errors
- Visually unappealing
- Mismatched font and formatting
Chapter 1

TABLE OF CONTENTS

Proper Formatting

Incorrect formatting, like that shown below, may tell a potential employer that a candidate lacks important technological skill and does not take pride in producing quality work.

Many word processors, like Microsoft Word®, include easy-to-use tools that can help you create a correctly formatted table of contents. Tutorials are available online.

Include the following:

- Chapter 1: Introduction
- Chapter 2: Unit Plan
- Chapter 3: Lesson Plans
  - Lesson Plan #1
  - Lesson Plan #2 (... etc.)
- Chapter 4: Assessment
- Chapter 5: Final Narrative
- Chapter 6: Appendix Materials

Formatted Correctly

✓ Includes all pertinent information
✓ Free of errors
✓ Visually appealing
✓ Margins line up correctly

Formatted Incorrectly

✗ Missing important information
✗ Grammatical and typographical errors
✗ Visually unappealing
✗ Mismatched font and formatting
Chapter 1

DEMOGRAPHICS

Identify, Analyze & Interpret through written narrative

In order to be recommended for a teaching license, candidates must demonstrate an ability to identify, analyze and interpret important demographic information.

Include the following:
- District
- Community
- School
- Facility
- Classroom
- Special Needs/Accommodations
- Works Cited

1. **Research**

Begin by conducting research to identify the demographic makeup of the district, community, school and classroom where you will be teaching the unit. You will also include details of any special needs considerations that may exist among students in your classroom.

**Private/Charter/Alternative Placements**: If you are placed in a private, charter or alternative school, you most likely will not have demographic information at the school district level. However, alternative methods are available, such as including demographic information of the surrounding public school district, surrounding community or nearby public schools. Be sure to specify that you have included demographic information from a nearby district or school.

2. **Narrative**

After researching and analyzing your data, interpret the results and present this information in a typed narrative format. Be sure to include EACH of the required demographic parameters. Support the information presented in the narration by including graphics, such as charts, graphs and pictures.

Do not include print-outs from websites or photocopies of data. This section must be typed in a narrative format.

3. **Reference**

Lastly, you will end the demographic section by including a reference list of works cited in the narrative. This list must be presented in APA format.
Chapter 1
DEMOGRAPHICS

Demographic Criteria
Each of the required demographic parameters is provided on the following two pages. You will need to conduct research for each of the parameters listed and address these in the written narrative.

District:
socio-economic and ethnic setting of the district; languages spoken; location and size of district; other schools included in the district; mobility within the district; recent developments that may affect the students

- Socio-Economic Status
- Ethnicity
- Languages Spoken
- Location and Size
- Other schools in the district
- Mobility within district
- Recent developments that may impact students
- A chart that helps support the narrative

Community:
socio-economic and ethnic setting of the community; languages spoken; is community representative of the district; location and size of the community, household information; local businesses and industry information

- Socio-Economic Status
- Ethnicity
- Languages Spoken
- Location and Size
- Households
- Local businesses and industries
- Compare statistics to district findings

School:
socio-economic and ethnic setting of the school; languages spoken; is the school representative of the community or the district; location and size of school; mobility within the school; attendance; other schools that “feed” into the secondary school level; state report card information; administration, faculty, staff, and volunteer information; academic levels or unique accomplishments of faculty; student to teacher ratio; gender and grade level percentages; extracurricular activities available

- Socio-Economic Status
- Ethnicity
- Languages Spoken
- Location and Size
- Mobility within school
- Attendance
- “Feeder” school(s)
- State Report Card
- Administrative design
- Professional Levels of Teacher
- Parent Volunteers — Community support
- Student to Teacher Ratios
- Extra-Curricular Activities
- Gender/Grade level percentages
- Compare statistics to district & community findings

Facility:
general layout of physical space available for teaching and learning; physical space for socializing; playground area; special classrooms and labs; library information; general impression of building maintenance and upkeep; whether the facility is representative of the socio-economic situation in district or community

- General layout of the physical space
- Teaching, learning and/or socializing space
- Special classrooms and labs
- Library
- General impression of maintenance or upkeep
- Facility representative of district or community
Chapter 1

DEMOGRAPHICS

Classroom:
socio-economic and ethnic setting of the classroom; is the classroom representative of the school or community; location and size of classroom; student to teacher ratio; gender makeup; learning styles; technological, media, or special equipment available to the classroom to enhance teaching and learning; classroom library; any special features or constraints

- Socio-Economic Status
- Ethnicity
- Languages Spoken
- Location and Size
- Mobility
- Attendance
- Student to Teacher Ratio
- Gender makeup
- Learning styles
- Classroom library
- Special features or restraints
- Compare class statistics with district statistics
- Technological, media, or special equipment available

Special Needs Considerations:
numbers of students who have an Individualized Education Plan, who are identified as Title I, TAG, ELL, and students who are on a 504 Plan, or any other special needs students in the classroom; behavior concerns; health concerns; general plans or modifications for diverse learners

- IEP’s
- Title I
- Special Needs
- TAG
- ELL
- 504 Plan
- Behavior concerns
- Health concerns
- Diverse Learners

Demographics Works Cited:

- ALL information is in APA FORMAT
- ALL references are included

APA Format

Using the APA format, tell us where you located the information that you included in the demographics section of your work sample.
Chapter 2

ASSESSMENT GUIDELINES

The Concordia University Supervisor will use the following guidelines when assessing a completed work sample. In order to pass the practicum and student teaching experiences, each chapter of the work sample MUST receive scores of 4 or higher.

<table>
<thead>
<tr>
<th>Introduction: Title Page, Table of Contents and Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXEMPLARY</strong></td>
</tr>
<tr>
<td>- Includes all criteria for a &quot;5&quot;, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
</tr>
<tr>
<td>- Description of surrounding community is detailed and informative (i.e. socioeconomic setting, etc.)</td>
</tr>
<tr>
<td>- Description of school environment is detailed and informative (i.e. socioeconomic &amp; ethnic makeup and their relationships to community, etc.)</td>
</tr>
<tr>
<td>- Description of school facility is detailed and informative (i.e. special classrooms, labs, etc.)</td>
</tr>
<tr>
<td>- Description of classroom is detailed and informative (i.e. use of technology, class statistics, how they compare with district statistics, etc.)</td>
</tr>
<tr>
<td>- Description of special considerations is detailed and informative (numbers of Title I, TAG, ELL, and special needs students, etc. in classroom)</td>
</tr>
<tr>
<td>- Charts or graphs are present as supplemental to narration</td>
</tr>
<tr>
<td>- Information is correctly cited and referenced in APA style</td>
</tr>
<tr>
<td>- Written in narrative form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEVELOPING (= not passing)</th>
<th>EMERGING (= not passing)</th>
<th>BEGINNING (= not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Description of some areas required</td>
<td>- Listed or written in outline form</td>
<td>- Vague or missing many critical items (i.e. school and district are identified)</td>
</tr>
<tr>
<td>- Some citations listed</td>
<td>- Uses only charts or graphs (very little or no narration)</td>
<td></td>
</tr>
<tr>
<td>- Major editing</td>
<td>- Missing citations or references</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2: THE UNIT PLAN

Overview
- Unit Plan Heading

Standards, Goals & Benchmarks
- Content standards/common curriculum goals

Overall Goals
- Overall learning goals articulated with common curriculum goals and/or district curriculum goals

Unit Objectives
- Unit objectives exhibit consistency with national, state and district goals
- Unit objectives vary in kind and complexity

Unit Content Outline
- Content outline and key teaching strategies

Key Teaching Strategies
- Major strategies, methods and activities used to facilitate student achievement
- Specific accommodations for the cultural, linguistic and individual learning needs

Subject Integration
- Integration of applicable content areas, including Language Arts and other subjects

Resources
- Detailed and comprehensive list of resources that are used to create this unit (using APA format)

Equipment & Materials
- List of equipment and materials to be utilized in the unit

Unit Plan Assessment Matrix
- Assessment matrix highlights a plan for diagnostic, formative and summative assessment
This chapter of the Work Sample Handbook describes the components and requirements associated with the Unit Plan. You will need to invest much time and effort in the development of your Unit Plan, as it will form a blueprint which you will follow as you create the rest of the work sample.

In order to be recommended for a teaching license, student teachers must demonstrate proficiency in their instruction. Simply put, this means that in order to become a licensed teacher, you will have to PROVE your EFFECTIVENESS as a teacher. The process of gathering this proof begins with the PLANNING of your unit of instruction – which must be prepared in a thoughtful and methodical manner.

The Unit Plan combines various components, which must be carefully assembled. These components include: state/national standards and benchmarks, common curriculum and unit goals, unit objectives, teaching strategies, subject integration, and appropriate assessment tools (measurable assignments such as tests, projects and presentations). The resulting Unit Plan will help illuminate the path ahead and will allow you to move forward with sense of CLARITY AND CONFIDENCE!

Work Sample Approval Form

Before you go on to develop the rest of your work sample, you first need to present your fully developed Unit Plan to your cooperating teacher and supervisor. They will review your Unit Plan, ensuring that the selected topic is appropriate, tied to various standards and that the ten proposed lessons will adequately address the content you hope to teach to your students. Your supervisor and cooperating teacher will provide their approval by signing the Work Sample Approval Form. The Work Sample Approval Form is provided along with your other paperwork and YOU are responsible for gathering the appropriate signatures and approvals.

DO NOT attempt to teach a work sample that has not been pre-approved by BOTH your supervisor and cooperating teacher! Proceeding without proper approvals will put you at risk of failing your clinical experience. If you have questions, please contact your supervisor.

1 Unit Plan Heading

Place the following information on the top of the first page of your unit plan.

C.U. Student: ____________________
Cooperating Teacher: ____________________
Content Area/Endorsement: ____________________
Grade Level: ____________________
Dates to be taught: ____________________

School Site: ____________________
Concordia Supervisor: ____________________
Unit Topic: ____________________
Number of Lessons: ____________________
Authorization Level: ECE, ELE, ML or HS
Chapter 2

STANDARDS, GOALS & BENCHMARKS

At this point, illustrate how national, state, and/or district standards and school benchmarks fit together to support the unit goal (covered in the following section). It is important that you include state standards and school benchmarks for all integrated subjects included in this work sample.

→ **National Standards**: Specific statements that describe what students should know and be able to do within a particular subject area. These statements are typically developed by professional organizations in relation to their particular field of study. National Standards are endorsement/subject specific, required for middle and high school authorization levels, and optional for elementary authorization levels.

→ **State Standards**: Competencies outlined by the state to establish principles guiding the evaluation of pre-service and in-service teachers.

→ **District Standards**: Within the state of Oregon, some school districts have created additional grade level standards, typically for content areas such as science or social sciences, when state grade level foundations and standards have not been developed.

→ **Grade Level Standard or Benchmark**: A specific statement of knowledge and skills to be demonstrated at the end of a specified range of grades. In science, social sciences, the arts, physical education and health education, a student’s progress toward the Subject Area Endorsement can be checked at or about grades 3, 5, 8, and 10.

2 Content Standards/Common Curriculum Goals

Select goals and standards that apply to your authorization level – and endorsement area, if middle or high school.

**National Standards** (FOR MIDDLE AND HIGH SCHOOL – ENDORSEMENT SPECIFIC)

- **ART, MUSIC, THEATER**: The Kennedy Center ArtsEdge  
  [www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)
- **BUSINESS**: National Business Education Association  
  [www.nbea.org](http://www.nbea.org)
- **FOREIGN LANGUAGES**: American Council on the Teaching of Foreign Languages (ACTFL)  
  [www.actfl.org](http://www.actfl.org)
- **HEALTH**: American Alliance for Health, PE, Recreation & Dance (AAHPERD)  
  [www.aahperd.org](http://www.aahperd.org)
- **LANGUAGE ARTS**: National Council of Teachers of English (NCTE)  
  [www.ncte.org](http://www.ncte.org)
- **MATHEMATICS**: National Council of Teachers of Mathematics (NCTM)  
  [www.nctm.org](http://www.nctm.org)
- **PHYSICAL EDUCATION**: American Alliance for Health, PE, Recreation & Dance (AAHPERD)  
  [www.aahperd.org](http://www.aahperd.org)
- **SCIENCE**: National Science Teachers Association (NSTA)  
  [www.nsta.org](http://www.nsta.org)
- **SOCIAL STUDIES**: National Council for the Social Studies (NCSS)  
  [www.socialstudies.org](http://www.socialstudies.org)
- **TECHNOLOGY**: International Society for Technology in Education (ISTE)  
  [www.cnets.iste.org](http://www.cnets.iste.org)

**State Standards** (COMMON CURRICULUM GOALS / ESSENTIAL ACADEMIC LEARNING REQUIREMENTS)

- **OREGON STATE STANDARDS**:  
  [www.ode.state.or.us](http://www.ode.state.or.us)
- **WASHINGTON STATE STANDARDS**:  
  [www.k12.wa.us](http://www.k12.wa.us)

**Grade Level Benchmarks**

- **GRADE LEVEL BENCHMARKS**:  
  [www.ode.state.or.us](http://www.ode.state.or.us)
Chapter 2

UNIT PLAN OVERALL GOALS

What will the students gain from this entire unit?

The Unit Plan Overall Goal is a fully developed, age appropriate, goal statement for the entire unit based on the Oregon State Standards. If you are teaching in a Washington school, include state standards from both Oregon and Washington. Also, it is required that you include at least two of the learning domains.

3 Overall Learning Goals

- Based on Oregon State Standards (if teaching in Washington school, include both)
- Correlates with district and school goals
- Is a goal statement for entire unit plan
- Describes the expected results
- Includes a minimum of two learning domains

Bloom’s Taxonomy:

- **Affective Domain** - the domain that classifies objectives in the emotional response processes.
- **Cognitive Domain** - the domain that identifies the cognitive processes or thinking required of particular learning tasks.
- **Psychomotor Domain** - the domain that classifies objectives in physical movement and coordination processes.

Examples:

*Below are two examples of goal statements, one for an elementary authorization level and one for a secondary authorization level.*

**Elementary Unit Goal: 4th Grade**

Lewis & Clark (Social Studies)

At the end of this unit, the fourth grade students at _______________ Elementary School will have an understanding of why the Lewis and Clark expedition happened, what the trip entailed, what they experienced and learned on the trip, and appreciate why their findings are still of interest to us today.

**High School Unit Goal: 9th Grade**

Body Systems (Science)

At the end of this unit, the ninth grade students at _______________ High School will understand the structure and function of two major systems of the human body: respiratory and circulatory, explore environmental hazards to these systems, and be aware of the importance of each system as it relates to their daily lives.
Chapter 2
UNIT PLAN OBJECTIVES

What will the students learn, how will they learn it, and how will you know they’ve learned it?

Unit objectives capture the **BIG IDEAS** of your unit, are written for the learner, and are drawn from a minimum of two learning domains. They should be **broad** and are used to **enhance** the behavioral objectives included in each lesson plan. The **general** unit objectives need to include a performance indicator and identify the learning domain(s).

**TSPC** states that the objectives should "Vary in kind and complexity, but include concept attainment and application of knowledge and skills." (OAR 584-017-0185)

4 **Unit Objectives**

- Are written for Learner “...the student will....”
- Covers all objectives included in each lesson within the entire unit
- Are written in a broad and generalized manner
- Vary in complexity
- Includes a minimum of two learning domains
- Specifies which domains are being used
- Includes performance indicator(s)
- Are used to create individual lesson plan behavioral objectives
Chapter 2

UNIT PLAN OBJECTIVES

Elementary Examples:

▶ Early Childhood Unit Objectives: 2nd Grade

The student will learn about their neighborhood and the community in which they live, as well as recognize the major function of a community. The student will also describe what it means to be a good citizen.

☑ DOMAINS: Cognitive, Affective
☑ PERFORMANCE INDICATOR: Journaling, field trip, class discussion, class assignment, skit

The student will engage in various activities that develop the concept of community and acquire the necessary skills to read and create maps, charts, graphs, and timelines.

☑ DOMAINS: Cognitive, Affective, Psychomotor
☑ PERFORMANCE INDICATOR: Class assignments, class discussion, model of neighborhood

▶ Elementary Unit Objectives: 4th Grade

The student will acquire knowledge about the four geographical regions in Oregon and will identify major landforms and bodies of water within each region.

☑ DOMAINS: Cognitive
☑ PERFORMANCE INDICATOR: Class assignments, class discussion, post-assessment, embellishment of Oregon map on bulletin board

The student will learn about the distinct geographical features of the Oregon Coast and gain an appreciation for the beautiful natural features, and will understand the effects of interaction between human and environment.

☑ DOMAINS: Cognitive, Affective
☑ PERFORMANCE INDICATOR: Class discussion, class assignments, embellishment of Oregon map on bulletin board
Secondary Examples:

▶ **Middle School Unit Objectives: 7th Grade**

The student will demonstrate an understanding of the differences between fact and opinion and between argumentation and persuasion, and how to use them effectively in a persuasive essay and debate.

- **DOMAINS:** Cognitive
- **PERFORMANCE INDICATOR:** Daily DFT sentences, revision of rough drafts, final debate

The student will demonstrate an understanding of the persuasive techniques used in advertising, use persuasive techniques in their debate, and examine the impact advertising has on their lives.

- **DOMAINS:** Cognitive, Affective
- **PERFORMANCE INDICATOR:** Advertisement, class discussion, debate

After taking notes on a variety of stress management strategies, the student will imitate the yoga instructor in a range of breathing techniques and demonstrate two of the methods to a partner.

- **DOMAINS:** Psychomotor, Cognitive
- **PERFORMANCE INDICATOR:** Breathing technique practice

▶ **High School Unit Objectives: 11th Grade**

After individual reading and analyzing selected articles, the students will break into groups of four to discuss, summarize and interpret the different definitions and concepts.

- **DOMAINS:** Cognitive, Affective
- **PERFORMANCE INDICATOR:** Participation in group discussion
Chapter 2

LESSON CONTENT OUTLINE & TEACHING STRATEGIES

5 Work Sample Lesson – Content Outline

The outline plan must describe key concepts and topics that you plan to explore during each lesson. Make sure to list the day or include the name of each lesson, as well as specific examples of student participation and active learning. The outline should flow logically with smooth transitions.

Outline of Work Sample Lessons:

- Includes the name of each lesson and the number in the sequence (e.g. Lesson 2 of 10)
- Includes brief summary statement in outline form
- Describes key concepts explored in each lesson
- Includes examples of student participation / active learning
- Flows logically

6 Summary of Key Teaching Strategies

Listing and explanation of the major strategies, methods and activities you will use in order to facilitate the students’ achievements. Specific accommodations for the cultural, linguistic and individual learning needs must be addressed.

TIP: Review your course textbooks or search the internet for additional information on teaching strategies.

The teaching strategies may be listed separately from the content outline or they may be integrated with the appropriate concepts in the work sample outline.

Based on your classroom demographics, key teaching strategies:

- Relate directly to classroom demographics
- Include descriptions of specific accommodations
- Use technology-enhanced activities
- Model the activity through demonstration
- Include working in cooperative groups
- Integrate facts or objects from the real world (realia)
- Include sharing children’s literature or books
- Include active guided practice
- Include exploratory activities
Chapter 2
TEACHING STRATEGIES: DIFFERENTIATION & ACCOMMODATION

Changes needed to create the best possible learning situation for students with Special Needs in the classroom. These students may include, but are not limited to, those who are on Individualized Education Plans, who are on a Behavior Modification Plan, have a physical impairment, have been identified as Talented and Gifted (TAG).

504 Plan: Commonly referred to as a Section 504 Plan, a plan for a student with a physical or mental impairment that substantially limits one or more major life activities.

Assistive Technologies: Special tools, mainly computer-related, to assist individuals who have special needs.

Communication Disorder (Speech and Language Impairment): The impairment of speech articulation, voice, fluency or the impairment or deviant development of language comprehension and/or expression, or the impairment of the use of spoken or other symbol system that adversely affects educational performance. The language impairment may be manifested by one or more of the following components of language: morphology, syntax, semantics, phonology, and pragmatics.

ELL/ESOL: An acronym for English Language Learners

Individualized Education Plans (IEP): A learning plan specifying long- and short-term educational goals for disabled students and agreed on by teachers, parents and special educators.

Inclusion: The practice of including students, regardless of their abilities, in regular classrooms.

Mainstreaming: Placing special needs children in regular classes full time or part time.

Other Health Impaired: According to the latest OARs, limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

Talented and Gifted (TAG): Students who have been identified as “high-end learners” based on State Assessment scores or other assessment methods.
Chapter 2

INTEGRATION OF RELATED CONTENT AREAS

TSPC requires the integration of Language Arts and other related content areas (other subjects) into each lesson, based upon content requirements, appropriate authorization level and student needs.

**Note:** Some schools may refer to Integration as Interdisciplinary.

**Interdisciplinary:**
A knowledge view and curriculum approach that consciously applies methodology and language and from more than one discipline, to examine a central theme, topic, issue, problem or work.

Integration of Related Content Areas (other subjects)

List each of the integrated content areas used in this unit and include a description of the related activities.

- Interdisciplinary lessons
- Purposeful attention to Language Arts*
  
  *Always* integrate Language Arts components to each lesson (reading, writing, spelling, etc.)
- Integrate other subject areas in your unit
  
  ➔ Social Studies
  ➔ Science
  ➔ Math
  ➔ Art
  ➔ Physical Education
  ➔ Language Arts
  ➔ Health
  ➔ Chemistry
  ➔ Biology
  ➔ Physics
  ➔ Music
  ➔ Technology
Chapter 2

RESOURCES, EQUIPMENT & MATERIALS

8 List of Resources Utilized In the Unit Plan

This section of the unit plan is a list of all items which will support your instruction. The resource list should be detailed and comprehensive. Indicate, in parentheses, the source of your resources – written in APA format. If you are using an unpublished document from your cooperating teacher’s file, you may cite that as “from personal file.”

9 Equipment and Materials List

The equipment and materials portion could include additional materials and supplies. These listings should be descriptive enough so that another instructor could locate needed materials.

Depending on your unit topic, your list might include:

- Itemized list of all materials/resources/equipment used to create and teach this unit
- Indicate how many copies are needed for number of students in classroom
  - DVDs
  - Resource texts
  - Guest speakers
  - Web information
  - Technological supports
  - Children books
  - Reference books
  - Music
  - Supplies
  - Charts
  - Other______

- References are cited in APA format
- If from cooperating teacher’s file cited as “from personal file”
Chapter 2

UNIT PLAN ASSESSMENT MATRIX

It is very important to plan appropriately 
BEFORE you begin teaching!

As you prepare your work sample unit, one of the MOST IMPORTANT requirements is to plan and implement a range of age- and content-appropriate assessment techniques, including pre and post testing, along with other carefully selected formative and summative assessments. This data is compiled and is used to measure whether or not you have effectively instructed your students (measuring learning gains). You are required to report this data to Concordia University’s Placement Office. *See Chapter 4 for additional information and instructions about assessment.

Assessment: the process of collecting a full range of information about students and classrooms for the purpose of making instructional decisions.

Pre-Assessment: an assessment given to students prior to a new unit of study to determine what children already know about the particular topic. This assessment offers a baseline for comparing gains in knowledge or skills at the conclusion of the unit of study.

Post-Assessment: typically the same assessment given as a pre-assessment administered again at the conclusion of a unit of study to determine individual student gains in knowledge or skills as a result of the study.

Rubric: a tool of measurement that identifies progress across a continuum of qualifying words or numbers.

Scoring Guide: an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a scale to help rate student work. Used by Oregon teachers to evaluate student work samples and the State Writing Assessment on a 1-6 point scale.

There are three categories of assessment to address in unit, each tied to unit objectives:

→ **Diagnostic** – reveals what the students already know about the unit topic
→ **Formative** – indicates whether students are learning while you are teaching the unit
→ **Summative** – measures the amount of knowledge the students have learned

### 10 Unit Assessment Matrix

Use the following unit assessment matrix as a template to create your own matrix.

a. List each lesson of your work sample by number in the first column.

b. Include any activity, project or assignment from that lesson in the appropriate assessment column. These MUST be tied to an accompanying score guide or rubric so that the results are MEASURABLE. Ensure that each assessment tool is age- and content-appropriate and directly related to your unit topic.

c. In the last column, indicate which unit objectives have been addressed by the lesson.

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
<th>Unit Objectives Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Assessment</td>
<td>Written response</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Quiz</td>
<td>Obj 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Paragraph rewrite</td>
<td>Obj 1, 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Polished paragraph</td>
<td>Obj 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Narrative rough draft</td>
<td>Obj 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Quiz</td>
<td>Obj 1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Peer editing</td>
<td>Obj 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Proofing</td>
<td>Obj 1, 2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Final Narrative</td>
<td>Obj 3, 4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Presentations</td>
<td>Obj 1, 2, 3, 4</td>
<td>All</td>
</tr>
</tbody>
</table>

*visit [www.concordiastudentteaching.com/worksample.html](http://www.concordiastudentteaching.com/worksample.html) to download a template of this matrix*
# Chapter 2
## Assessment Guidelines

The Concordia University Supervisor will use the following guidelines when assessing a completed work sample. In order to pass the practicum and student teaching experiences, each chapter of the work sample MUST receive scores of 4 or higher.

### Unit Goals:
Overall learning goal articulated with common curriculum goals and/or district goals

<table>
<thead>
<tr>
<th>★ Exemplary</th>
<th>★ Strong</th>
<th>★ Proficient</th>
</tr>
</thead>
</table>
| ✓ Includes all criteria for a “★”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning | ✓ Fully developed age-appropriate learning goal stated for the unit  
✓ Support drawn directly from National Standards, Oregon Common Curriculum Goals (OCCG’s) or WA Essential Academic Learning Requirements (EALR)  
✓ Learning goal includes at least two learning domains  
✓ Benchmarks incorporated in an appropriate way  
✓ The unit goals are connected to district or building goals  
✓ Written in narrative form  
✓ No editing required | ✓ Clear age-appropriate learning goal stated for the unit  
✓ Support drawn directly from National Standards, Oregon Common Curriculum Goals (OCCG’s) or WA Essential Academic Learning Requirements (EALR)  
✓ Learning goal includes at least two learning domains  
✓ Benchmarks incorporated in an appropriate way  
✓ Written in narrative form  
✓ Minor editing required |

<table>
<thead>
<tr>
<th>★ Developing (= not passing)</th>
<th>★ Emerging (= not passing)</th>
<th>★ Beginning (= not passing)</th>
</tr>
</thead>
</table>
| ✓ Learning goal is stated but development is limited  
✓ Some support from standards  
✓ Editing required | ✓ Learning goal is attempted but unclear  
✓ Little, if any, support from standards  
✓ Significant editing required | ✓ Overall learning goal is vague, poorly stated, and missing critical items |
# Chapter 2
## Assessment Guidelines

### Unit Objectives: Exhibit consistency with national, state and district goals

<table>
<thead>
<tr>
<th>6 EXEMPLARY</th>
<th>5 STRONG</th>
<th>4 PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✅ Exceptionally clear; captures the big ideas of the unit</td>
<td>✅ Clear; captures the big ideas of the unit</td>
</tr>
<tr>
<td>✅ Exhibits consistency with National, State, and District Goals.</td>
<td>✅ Exhibits consistency with National, State, and District Goals.</td>
<td>✅ Exhibits consistency with National, State, and District Goals.</td>
</tr>
<tr>
<td>✅ No editing required</td>
<td>✅ No editing required</td>
<td>✅ Minor editing required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 DEVELOPING (= not passing)</th>
<th>2 EMERGING (= not passing)</th>
<th>1 BEGINNING (= not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Captures big ideas, but not consistent with National, State or District Goals</td>
<td>✅ Unit objectives similar</td>
<td>✅ Unit objectives are vague, poorly stated</td>
</tr>
<tr>
<td>✅ Lacking clear evidence of concept attainment</td>
<td>✅ Significant editing required</td>
<td></td>
</tr>
<tr>
<td>✅ Editing required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit Objectives: Outcomes vary in kind and complexity

<table>
<thead>
<tr>
<th>6 EXEMPLARY</th>
<th>5 STRONG</th>
<th>4 PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✅ Broad and general; vary in kind and complexity</td>
<td>✅ Broad and general; vary in kind and complexity</td>
</tr>
<tr>
<td>✅ Written for the learner (the student will…)</td>
<td>✅ Written for the learner (the student will…)</td>
<td>✅ Written for the learner (the student will…)</td>
</tr>
<tr>
<td>✅ Stated in terms of student behavior (action verb)</td>
<td>✅ Stated in terms of student behavior (action verb)</td>
<td>✅ Stated in terms of student behavior (action verb)</td>
</tr>
<tr>
<td>✅ At least two learning domains are represented</td>
<td>✅ At least two learning domains are represented</td>
<td>✅ At least two learning domains are represented</td>
</tr>
<tr>
<td>✅ Performance Indicator listed</td>
<td>✅ Performance Indicator listed</td>
<td>✅ Performance Indicator listed</td>
</tr>
<tr>
<td>✅ No editing required</td>
<td>✅ No editing required</td>
<td>✅ Minor editing required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 DEVELOPING (= not passing)</th>
<th>2 EMERGING (= not passing)</th>
<th>1 BEGINNING (= not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Limited in scope</td>
<td>✅ Unit objectives similar</td>
<td>✅ Unit objectives are vague, poorly stated</td>
</tr>
<tr>
<td>✅ Missing major components</td>
<td>✅ Significant editing required</td>
<td></td>
</tr>
<tr>
<td>✅ Editing required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Chapter 2

## Assessment Guidelines

### Content outline and key teaching strategies

<table>
<thead>
<tr>
<th><strong>6 EXEMPLARY</strong></th>
<th><strong>5 STRONG</strong></th>
<th><strong>4 PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning.</td>
<td>✅ Content outline is exceptionally clear, comprehensive and flows logically.</td>
<td>✅ Content outline is clear, comprehensive and flows logically.</td>
</tr>
<tr>
<td>✅ Includes key concepts and topics to be explored in lessons.</td>
<td>✅ A variety of teaching strategies is incorporated.</td>
<td>✅ A variety of teaching strategies is incorporated.</td>
</tr>
<tr>
<td>✅ Strategies used include strong student participation and involvement activities.</td>
<td>✅ Specific accommodations for cultural, linguistic, and individual learning needs listed.</td>
<td>✅ Specific accommodations for cultural, linguistic, and individual learning needs listed.</td>
</tr>
<tr>
<td>✅ No editing required.</td>
<td></td>
<td>✅ No editing required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 DEVELOPING (= not passing)</strong></th>
<th><strong>2 EMERGING (= not passing)</strong></th>
<th><strong>1 BEGINNING (= not passing)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❌ Content outline is present but does not flow in logical order.</td>
<td>❌ Content outline incomplete.</td>
<td>❌ Content outline is vague, poorly stated, and missing many critical items.</td>
</tr>
<tr>
<td>❌ Strategies all very similar to one another.</td>
<td>❌ One or only a few strategies included.</td>
<td></td>
</tr>
<tr>
<td>❌ Student involvement minimal.</td>
<td>❌ Significant editing required.</td>
<td></td>
</tr>
<tr>
<td>❌ Editing required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Integration of applicable content areas

<table>
<thead>
<tr>
<th><strong>6 EXEMPLARY</strong></th>
<th><strong>5 STRONG</strong></th>
<th><strong>4 PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning.</td>
<td>✅ Significant integration in place with supporting details.</td>
<td>✅ Significant integration in place with supporting details.</td>
</tr>
<tr>
<td></td>
<td>✅ Provides purposeful attention to Language Arts instruction.</td>
<td>✅ Provides purposeful attention to Language Arts instruction.</td>
</tr>
<tr>
<td></td>
<td>✅ Integration of outside content areas unique to this unit of study.</td>
<td>✅ Integration of outside content areas unique to this unit of study.</td>
</tr>
<tr>
<td></td>
<td>✅ All integrated areas are supported with associated state benchmarks and standards.</td>
<td>✅ All integrated areas are supported with associated state benchmarks and standards.</td>
</tr>
<tr>
<td></td>
<td>✅ No editing required.</td>
<td>✅ No editing required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 DEVELOPING (= not passing)</strong></th>
<th><strong>2 EMERGING (= not passing)</strong></th>
<th><strong>1 BEGINNING (= not passing)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❌ Other content areas are included; integration attempts listed.</td>
<td>❌ One other content area is included, but integration unclear.</td>
<td>❌ Integration of other content areas is vague, poorly stated and missing critical items.</td>
</tr>
<tr>
<td>❌ Editing required.</td>
<td>❌ Significant editing required.</td>
<td></td>
</tr>
</tbody>
</table>
## Chapter 2
### Assessment Guidelines

#### Resources, equipment and materials list

<table>
<thead>
<tr>
<th><strong>6 EXEMPLARY</strong></th>
<th><strong>5 STRONG</strong></th>
<th><strong>4 PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Includes all criteria for a &quot;5&quot;, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>☑ Significant record of resources for the unit listed here</td>
<td>☑ A record of resources for the unit listed here</td>
</tr>
<tr>
<td></td>
<td>☑ All materials and equipment for the unit are listed in one place</td>
<td>☑ All materials and equipment for the unit are listed in one place</td>
</tr>
<tr>
<td></td>
<td>☑ Supplemental books, videos, and materials listed</td>
<td>☑ Supplemental books, videos, and materials listed</td>
</tr>
<tr>
<td></td>
<td>☑ Resources and appropriate materials listed in APA style</td>
<td>☑ Resources and appropriate materials listed in APA style</td>
</tr>
<tr>
<td></td>
<td>☑ No editing required</td>
<td>☑ Minor editing required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 DEVELOPING (= not passing)</strong></th>
<th><strong>2 EMERGING (= not passing)</strong></th>
<th><strong>1 BEGINNING (= not passing)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ A resource, materials, and equipment list is included</td>
<td>☑ Resource, materials, and equipment list is started</td>
<td>☑ List is vague, poorly stated and missing critical items</td>
</tr>
<tr>
<td>☑ Some potential unit resources are not included in the list</td>
<td>☑ Significant editing required</td>
<td></td>
</tr>
<tr>
<td>☑ Editing required (missing APA format)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment matrix highlights plan for diagnostic, formative & summative assessment

<table>
<thead>
<tr>
<th><strong>6 EXEMPLARY</strong></th>
<th><strong>5 STRONG</strong></th>
<th><strong>4 PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Includes all criteria for a &quot;5&quot;, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>☑ Pre-Assessment test is present</td>
<td>☑ Pre-Assessment test is present</td>
</tr>
<tr>
<td></td>
<td>☑ Formative assessments listed for how students will be checked for understanding during the unit (quizzes, discussions, homework, etc.)</td>
<td>☑ Formative assessments listed for how students will be checked for understanding during the unit (quizzes, discussions, homework, etc.)</td>
</tr>
<tr>
<td></td>
<td>☑ Summative assessment is present</td>
<td>☑ Summative assessment is present</td>
</tr>
<tr>
<td></td>
<td>☑ A matrix that describes how each unit and/or lesson objective is addressed</td>
<td>☑ A matrix that describes how each unit and/or lesson objective is addressed</td>
</tr>
<tr>
<td></td>
<td>☑ Incorporates performance assessment and/or portfolios</td>
<td>☑ Incorporates assessment</td>
</tr>
<tr>
<td></td>
<td>☑ No editing required</td>
<td>☑ Minor editing required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 DEVELOPING (= not passing)</strong></th>
<th><strong>2 EMERGING (= not passing)</strong></th>
<th><strong>1 BEGINNING (= not passing)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Assessment pieces present</td>
<td>☑ One assessment piece present</td>
<td>☑ Assessment piece is vague, poorly stated, and missing critical items</td>
</tr>
<tr>
<td>☑ Performance Indicators for how students will be checked unclear</td>
<td>☑ Significant editing required</td>
<td></td>
</tr>
<tr>
<td>☑ Editing required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3:
10 Lesson Plans

Lesson Plan Heading
- Concordia University Lesson Plan Format

Pre-Planning
- Academic Foundations/Standards or Benchmarks
- Goal of the Lesson
- Behavioral Objectives
- Domain
- Performance Indicator
- Integration of other subjects
- Differentiation Strategies
- Safety Considerations
- Resources Cited
- Equipment & Material
- Prerequisites

Implementation
- Motivator
- Procedures
- Closure

Reflection
- After teaching, candidates will reflect upon each lesson
Chapter 3
LESSON PLANS

The following chapter describes the CORRECT method for lesson plan preparation - referred to as the “Concordia Lesson Plan Format.” Concordia University student teachers are REQUIRED to prepare, teach and reflect upon lessons using this format, as it is the only way of ensuring that candidates are meeting the requirements necessary to be recommended for a teaching license. If you have questions about the Concordia Lesson Plan Format, please contact your university supervisor for assistance.

1 Lesson Plan Heading

▼ Place the following information on the top of the first page of each lesson plan. ▼

| C.U. Student: ________________________ | School Site: __________________________ |
| Coordinating Teacher: ________________ | Concordia Supervisor: __________________ |
| Content Area/Endorsement: ___________ | Unit Topic: ____________________________ |
| Grade Level: ________________________ | Daily Topic: __________________________ |
| LESSON # _____ (1 of 10+) |

2 Pre-Planning

a. Academic Foundations/Standards or Benchmarks:
   Use the Oregon Common Curriculum Goals/Content Standards and/or Grade-Level Foundations for your grade level and endorsement areas.

See Chapter 2 for list of the National/State Standards and Benchmarks:
  ▶ Oregon State Standards available at:
  www.ode.state.or.us/teachlearn/real/newspaper/default.aspx

b. Goal of the Lesson:
   The lesson goal identifies whom you are teaching and what you expect them to accomplish by the end of the lesson.
2 Pre-Planning (continued)

c. **Behavioral Objectives:** A form of writing an instructional objective that emphasizes precision and careful delineation of expected student behaviors, the testing situation, and a performance criterion.

   Each objective must contain the following three elements:
   - **Behavior Verb:** an action word (verb) that connotes an observable student behavior
   - **Condition:** a statement or phrase that describes the conditions under which the behavior is to occur
   - **Criteria:** a statement or phrase that specifies how well or to what degree the student must perform the behavior

   Each behavioral objective is written for the learner (“…the student will…”) and should contain only one pertinent action verb.

d. **Domain:** Identify the Domain(s) and appropriate Level(s) for each objective.

e. **Performance Indicator:** Include the Performance Indicator (P.I.), which indicates the instrument for measuring.

Examples:

   - **Given a set of pictures,** the fifth grade student will **manipulate** the pictures into a logical sequence with **no more than one error.**  **Domain & Level:**  (Cognitive – 3)
     **Performance Indicator:** journaling completed picture sequence

   - **During a classroom discussion,** the seventh grade student will **listen attentively** to other students who disagree with their point of view.  **Domain & Level:**  (Affective – 2)
     **Performance Indicator:** teacher observation of student attentiveness

   - **Using a wooden model of a shoe with a real shoestring,** the kindergarten student will **mimic** the motions of the teacher within **at least 3 of 5 attempts.**  **Domain & Level:**  (Psychomotor – 1)
     **Performance Indicator:** tying the shoe

f. **Integration of other Subject Areas:** Compile a summary of integration of Language Arts and other subject areas and a brief explanation of the intended integration. The standards of integrated subjects should be included with other lesson standards listed on the top of each lesson plan.

g. **Differentiation Strategies:** Special considerations for instruction
   - 504 Plans
   - English Language Learners (ELL)
   - Individualized Education Plans (IEPs)
   - Special Education (SPED)
   - Talented and Gifted (TAG)
Pre-Planning (continued)

h. **Safety Considerations:** Indicate any safety considerations needed for objects or manipulatives used in your lesson. (i.e. marbles, utensils, blocks, etc.)

i. **Resources Cited:**
   - Resources must be in APA format
   - Arranged in a list

j. **Equipment & Materials:**
   - Arranged in a list
   - Indicate how many copies of handouts, etc. are needed
   - Written so another instructor can easily locate

k. **Prerequisites:** Needed for middle level and high school lessons. Make a note of previous content learning that will supplement current lesson.

Implementation

Includes an estimation of the time it will take to cover each section of the lesson plan.

a. **Motivator:** Introduces the lesson in an engaging and exciting way

b. **Procedures:** Detailed content outline for teacher presentations, teaching strategies used, discussion questions, activities for student involvement, etc. This should be complete enough that someone could come in and teach from it.

c. **Closure:**
   - Lesson wrap up
   - Foreshadowing of what is to come, summary activities
   - Any assessment devices

Reflection

Student teachers are required to write a reflection after each lesson is taught and include those reflections at the end of each lesson plan in the work sample. Reflections must be written in a narrative format.

**Answer the following questions:**

- What went well?
- What did not go as planned or as anticipated?
- What would you change to improve the lesson for next time?

Remember to include whether or not the lesson objectives were met by the students, as well as difficulties in learning for any students and any adaptations you made for them.
Lesson Plan Checklist

Refer to this checklist when preparing your lesson plans to ensure that you are meeting proficiency standards.

Lesson Plan Heading:

C.U. Student: _____________________________________ School Site: ________________________________________
Cooperating Teacher: ______________________________ Concordia Supervisor: ________________________________
Content/Endorsement Area: _________________________ Unit Topic: _________________________________________
Grade Level: _____________________________________ Daily Topic: _______________________________________

Lesson # ____

(1 of 10)

Pre-Planning:

- National Standards (middle & high school – endorsement specific)
- Academic Foundations/Standards or Benchmarks
  - Oregon - www.ode.state.or.us/teachlearn/real/newspaper/default.aspx
  - Washington - www.k12.wa.us
- Goal – identifies whom you are teaching and what you expect them to accomplish by the end of the lesson
- Behavioral Objectives – contain the following elements
  - Must include: “The students will”
  - The Condition: a statement that describes the conditions under which the behavior is to occur
  - The Behavior: an action word that connotes an observable student behavior
  - The Criteria: a statement that specifies how well the student must perform the behavior
  - Domain(s) and appropriate Level(s) for each objective
  - Performance Indicator(s)
  - Contain only one verb

- Integration of Language Arts and other subject areas
- Differentiation Strategies – special considerations for instruction
  - 504 Plans
  - English Language Learners (ELL)
  - Individualized Education Plans (IEPs)
  - Special Education (SPED)
  - Talented and Gifted (TAG)
  - Note any considerations for safety or transitions unique to the classroom

- Safety considerations
- Resources needed (in APA style)
- Equipment and Materials
- Prerequisite

Implementation:

- Includes time estimates for each section
- Motivator: introduces the lesson in an engaging and exciting way
- Procedures: a detailed content outline for teacher presentations, teaching strategies used, discussion questions, activities for student involvement, etc.
- Closure: lesson wrap up, any assessment devices, summary activities, or discussions

Reflection:

- Written immediately after the lesson was taught
- Discusses what went well and what did not go as planned or anticipated
- Discusses what you would change to improve the lesson for next time
- Explains whether or not the lesson objectives were met by students
- Includes difficulties in learning for any students and adaptations you made for them
The Concordia University Supervisor will use the following guidelines when assessing a completed work sample. In order to pass the practicum and student teaching experiences, each chapter of the work sample MUST receive scores of 4 or higher.

### Unit goals use of lesson plan format with required daily behavioral objectives

<table>
<thead>
<tr>
<th><strong>6 EXEMPLARY</strong></th>
<th><strong>5 STRONG</strong></th>
<th><strong>4 PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>☑ C.U. lesson plan format used&lt;br&gt;☑ Lesson objectives written in behavioral format using only one verb for each;&lt;br&gt;Includes required Condition and Criteria&lt;br&gt;☑ Learning domain with level listed;&lt;br&gt;Performance Indicator&lt;br&gt;☑ Evidence of moving from lower to higher levels in domain(s)&lt;br&gt;☑ No editing required</td>
<td>☑ C.U. lesson plan format used&lt;br&gt;☑ Lesson objectives written in behavioral format using only one verb for each;&lt;br&gt;Includes required Condition and Criteria&lt;br&gt;☑ Learning domain with level listed;&lt;br&gt;Performance Indicator&lt;br&gt;☑ Evidence of moving from lower to higher levels in domain(s)&lt;br&gt;☑ Minor editing required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 DEVELOPING (= not passing)</strong></th>
<th><strong>2 EMERGING (= not passing)</strong></th>
<th><strong>1 BEGINNING (= not passing)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Written in behavioral format, but may be incomplete&lt;br&gt;☑ More than one domain (but not consistently)&lt;br&gt;☑ Editing required</td>
<td>☑ Only one domain is evidenced&lt;br&gt;☑ Behavioral format may be incomplete&lt;br&gt;☑ Significant editing required</td>
<td>☑ Objectives are vague, poorly stated, and missing critical items</td>
</tr>
</tbody>
</table>
Chapter 3

ASSESSMENT GUIDELINES

Work sample as a whole, evidences a variety of instructional activity

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>STRONG</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✓ Use of a wide variety of engaging student activities, teaching strategies, and enrichment opportunities, (i.e. cooperative learning, discovery, hands-on activities, direct instruction)</td>
<td>✓ Use of some engaging student activities, teaching strategies, and some enrichment opportunities, (i.e. cooperative learning, discovery, hands-on activities, direct instruction)</td>
</tr>
<tr>
<td></td>
<td>✓ Exceptional use of age-appropriate media and content</td>
<td>✓ Exceptional use of age-appropriate media and content</td>
</tr>
<tr>
<td></td>
<td>✓ Professional quality media incorporated into most lessons</td>
<td>✓ Professional quality media incorporated into most lessons</td>
</tr>
<tr>
<td></td>
<td>✓ Explicit instructions with clear, relevant examples</td>
<td>✓ Explicit instructions with clear, relevant examples</td>
</tr>
<tr>
<td></td>
<td>✓ Teacher modeling and guided practice evident</td>
<td>✓ Teacher modeling and guided practice evident</td>
</tr>
<tr>
<td></td>
<td>✓ Effective balance of higher &amp; lower order discussion questions</td>
<td>✓ Effective balance of higher &amp; lower order discussion questions</td>
</tr>
<tr>
<td></td>
<td>✓ Objectives are clear to students; good transitions and pace</td>
<td>✓ Objectives are clear to students; good transitions and pace</td>
</tr>
<tr>
<td></td>
<td>✓ No editing required</td>
<td>✓ No editing required</td>
</tr>
</tbody>
</table>

DEVELOPING (= not passing)

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>STRONG</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Teacher instructional activity included, but not varied</td>
<td>✓ Teacher instructional activity included, but unclear</td>
<td>Teacher activity is vague, poorly stated, and missing critical items</td>
</tr>
<tr>
<td>✓ Editing required</td>
<td>✓ Significant editing required</td>
<td></td>
</tr>
</tbody>
</table>

Includes differentiation strategies for diverse learners

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>STRONG</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✓ Title I, ELL, IEP, Special Ed, 504, and TAG, students are accommodated</td>
<td>✓ Title I, ELL, IEP, Special Ed, 504, and TAG, students are accommodated</td>
</tr>
<tr>
<td></td>
<td>✓ Enrichment or modified activities for students who need them</td>
<td>✓ Enrichment or modified activities for students who need them</td>
</tr>
<tr>
<td></td>
<td>✓ Modification of major assignments for students with special needs</td>
<td>✓ Modification of major assignments for students with special needs</td>
</tr>
<tr>
<td></td>
<td>✓ Cultural, behavioral, and safety issues addressed in lesson</td>
<td>✓ Cultural, behavioral, and safety issues addressed in lesson</td>
</tr>
<tr>
<td></td>
<td>✓ No editing required</td>
<td>✓ No editing required</td>
</tr>
</tbody>
</table>

DEVELOPING (= not passing)

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>STRONG</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Adaptations specified for an isolated group of students only other adaptation plans not addressed</td>
<td>✓ Need for adaptations mentioned, but application unclear</td>
<td>Adaptations are vague, poorly stated, and missing critical items</td>
</tr>
<tr>
<td>✓ Editing required</td>
<td>✓ Significant editing required</td>
<td></td>
</tr>
</tbody>
</table>

EMERGING (= not passing)

BEGINNING (= not passing)
Chapter 4

ASSESSMENT DATA, INSTRUMENTS & ANALYSIS

**Good teaching is the same as good assessing!**

A complete work sample serves as a documentation of the student teacher’s **PROFICIENCY IN INSTRUCTION**. Demonstration of a student’s proficiency of instruction is required in order for Concordia University to make a recommendation for the candidate to receive a teaching license. Assessment (the measurement of student learning) is a critical component of instruction and serves as **EVIDENCE** of the student teacher’s **PROFICIENCY IN INSTRUCTION**. The student teacher must plan for and implement appropriate assessment techniques. These techniques are described, the textbooks from your coursework and additional information can be found on the internet.

---

**Student Assessment**

**Quantitative (numerical) and Qualitative (narrative) analysis**

1. **Gather Quantitative Assessment Data** to be presented in a table format

   In this chapter of the work sample, the student teacher will present comprehensive exhibits (and evidence) of ALL assessment data that has been collected, as it relates to each individual student connected to this work sample. It will include the data from your pre-assessment, all formative and summative assessments, as well as post assessment measures. Students will present this data in a table format, described in this section.

2. **Provide a Narrative Analysis** of the data presented in the Quantitative Assessment Table

   In the second portion of this chapter, candidates will interpret the Quantitative Assessment Data included in the table, referenced above. This section MUST be presented in NARRATIVE format. This analysis will describe any patterns of student progress, as needed and will also make recommendations for future performance instruments. Additionally, evidence of age-appropriate weekly communication with students and/or parent(s) or guardian, regarding student progress, is present through two means over the course of the unit: newsletter, school website for parents, class website, email, feedback on student’s written work, parent/teacher conferences, report cards, etc.

3. **Report** assessment data to the Placement Office using the online Learning Gains Reporting Tool

   Practicum and student teaching candidates MUST report certain assessment data to Concordia University’s Placement Office by filling out a simple online form. This data is required and necessary for TSPC reporting. Instructions are provided in this chapter.
TSPC is CLEAR: It requires a teacher to collect, analyze, interpret, explain and summarize data on student learning resulting from your instruction (OAR 584-017-0185 [1 c, d]). Further, you must use both quantitative (statistical data) and qualitative information (narrative explanation). Here’s how to do it!

1 Prepare and Collect: Quantitative Assessment Data

- Establish CLEAR ACHIEVEMENT TARGETS, that is, make sure learning objectives or outcomes are age and content appropriate, related to the topic of your unit, and are measurable through the use of appropriate assessment techniques and tools.

- In order to be able to measure LEARNING GAINS (reflected as a “before and after” measurement), you must begin your unit by determining what the students already know about the topic. Learning gains MUST be measured and documented, describing the effectiveness of your teaching and student learning over the course of the work sample unit. This is achieved through the use of a pre-assessment (or pre-test) that adequately samples the curriculum taught and produces quantitative (number) scores. The pre-assessment scores are compared with the final post-assessment scores to determine learning gains.

- DIAGNOSTIC ASSESSMENT tools, one of which is the unit pre-assessment, are used to get to know the class and individual learners to account for special needs, prior knowledge, and effective instructional methods. These tools are shown on the assessment matrix, as described on the following page.

   *If students are absent on the day of the pre-test, it is important that you make alternate arrangements to gather this critical data at a later date! Without complete data, the resulting learning gain measurement may appear as though you have been ineffective as a teacher and that you may not be meeting the required proficiency standards required for licensure.*

- Devise an easy method to COLLECT INFORMATION on a daily basis. This may be achieved through the use of a grade book, class lists or other method of recording scores and reflecting upon the lesson.

- Plan FORMATIVE ASSESSMENT checkpoints ahead of time. *Interviews, rough drafts, quizzes, midterms, and conferences* are all examples of formative assessments that inform instruction, and provide proof that students are actually learning from your instruction. Formative assessments MUST be tied directly to your learning objectives. Formative assessment checkpoints also need to be documented on the assessment matrix.

- SUMMATIVE ASSESSMENT, or post-test, must be planned carefully in order to document quantitative learning gains. Whether assessment methods such as *selected response, essay, performance assessment, or personal communication* are utilized to measure achievement targets, the results, expressed in quantitative (numerical) terms, must be directly related to the lesson learning objectives.
Prepare and Collect (continued)

- Create a Student Assessment Matrix, based upon the format of the **STUDENT ASSESSMENT MATRIX TEMPLATE**, provided below.

This matrix will serve as documented evidence of the success of your instruction and will assist the cooperating teacher, supervisor and TSPC in analyzing the resulting quantitative data gathered from pre-assessment (diagnostic) to post-assessment (summative).

---

**Student Assessment Matrix Template**  
(sample data included)

You will include the assessment pieces from all 10 lessons.  
**IMPORTANT NOTE:** Identify your students by number only – not by their names.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Assessment</th>
<th>Written Response</th>
<th>Quiz</th>
<th>Paragraph Rewrite</th>
<th>Quiz</th>
<th>Presentation</th>
<th>Post-Assessment</th>
<th>Learning Gains</th>
<th>Anomalies Noted</th>
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</thead>
<tbody>
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<tr>
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<td>T</td>
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<td>A</td>
<td>A</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**  
A = Absent  
X = Present  
T = Tardy (enough to affect the assignment)  
C = Called out of class

### Requirements:

- ALL assessments are connected to the BEHAVIORAL OBJECTIVES.
- Use of **age and content appropriate** PRE- AND POST-ASSESSMENT INSTRUMENTS.
- Description and analysis of STUDENT PROGRESS (measured learning gains) and performance.
- Analysis of student learning, in relation to the unit goal, lesson objectives and teaching activities; fostering higher order thinking skills (domains/levels, e.g. “cognitive – 3”).
- Description of how progress was communicated to the students and parents/guardians
- Maintenance of COMPLETE and ACCURATE student records and scores
- Written reflection upon EACH lesson presented in the unit (reflections placed at the end of each lesson plan)
Chapter 4

ASSESSMENT DATA, INSTRUMENTS & ANALYSIS

2 Narrative Analysis:

Now that you have collected the Quantitative Assessment Data, it will be easy to summarize and analyze the information that is presented in your Student Assessment Matrix.

Arrange your narrative analysis into three parts:

→ **Summarize the results**
  - What is the difference in the scores?
  - What is the pre-assessment mean score?
  - To what degree does it differ from the post-assessment mean score?

→ **Analyze the results**
  Changes in scores from pre-assessment to post-assessment, clearly identified by learning objectives, should be readily apparent from the analysis.
  - What about groups?
  - Males versus females?
  - What about subpopulations such as ELL, TAG, ethnicity, and SES?
  - What do these results show?
  - Identify, organize, compare and contrast scores for both groups and individuals.

→ **Interpret & Explain the results**
  This is the time to use qualitative analysis to explain and infer individual and group factors that influenced scores. Look for trends, patterns, connections and relationships that help explain progress or lack of progress. The question to be answered in this section is “why?”
  - What does all these data mean? So what?
  - Did the students learn what was taught or not?
  - Why did they get it? Why didn’t they get it?
Report your Assessment Data:

Student teachers are required to report select assessment data that has been compiled in their work sample unit for both practicum and student teaching experiences. This data enables Concordia University to measure the overall effectiveness of its various teacher education programs.

How to Report Learning Gains:

1. Open or print out your completed Student Assessment Matrix
2. Go to the following website: www.concordiastudentteaching.com/worksample.html
3. Locate and click link: “Learning Gains Reporting Tool”
4. Enter your Student G# Number, full name, school name and placement type, etc.
5. While referring to your Student Assessment Matrix, simply fill in the blanks for up to 45 students
6. Click “Submit” button when you are finished
7. Print the confirmation page for your records
Chapter 4

ASSESSMENT DATA, INSTRUMENTS & ANALYSIS

Checklist:

- **Important:** Identify students by number only
- Each assessment instrument (project, assignment or test) is connected to the *behavioral objectives*
- Ensure that assessment instruments are *age- and content-appropriate*
- Foster and measure *higher-order thinking skills* through the use of appropriate domains and levels
- *Individualized Assessment* is incorporated
- Detailed statistical summary of pre- and post-assessment progress including *disaggregated data* (separate details for each of the following areas) for ELL, SPED, TAG, 504 Plan or any other anomalies that were present
- *Insightful discussion and explanation* of the patterns of student progress, including why some learned and others did not
- Recommendation for *future performance instruments* to be included
- Details where each *unit objective* is assessed
- Incorporates a *variety of assessment methods*
- Description of the unit as a whole regarding the student achievement of *goals and objectives*
- Describe *how progress was communicated* to the students and parents/guardians over the course of the unit
- The assessment section of is *Quantitative* (numbers) and *Qualitative* (narrative)
Chapter 4

ASSessment DATA, INSTRUMENTS & ANALYSIS

The Concordia University Supervisor will use the following guidelines when assessing a completed work sample. In order to pass the practicum and student teaching experiences, each chapter of the work sample MUST receive scores of 4 or higher.

Developed age and content appropriate pre and post assessment instruments

<table>
<thead>
<tr>
<th>EXEMPLARY</th>
<th>STRONG</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes all criteria for a &quot;5&quot;, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>Assessment connected to objectives</td>
<td>Assessment connected to objectives</td>
</tr>
<tr>
<td></td>
<td>Pre and Post assessments are present</td>
<td>Pre and Post assessments are present</td>
</tr>
<tr>
<td></td>
<td>Assessments foster and measure higher order thinking skills</td>
<td>Assessments foster and measure higher order thinking skills</td>
</tr>
<tr>
<td></td>
<td>Assessments use age-appropriate tasks and language</td>
<td>Assessments use age-appropriate tasks and language</td>
</tr>
<tr>
<td></td>
<td>Individualized assessment incorporated</td>
<td>Individualized assessment incorporated</td>
</tr>
<tr>
<td></td>
<td>No editing required</td>
<td>No editing required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEVELOPING (= not passing)</th>
<th>EMERGING (= not passing)</th>
<th>BEGINNING (= not passing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment connected to objectives</td>
<td>Assessment connected to objectives</td>
<td>Assessment items are vague (i.e. level of difficulty, tasks and language), poorly stated (not connected to objectives), and missing critical items (i.e. pre and post assessments)</td>
</tr>
<tr>
<td>Pre and Post assessments are present</td>
<td>Pre and Post assessments are present</td>
<td></td>
</tr>
<tr>
<td>Assessments are of appropriate level of difficulty</td>
<td>Level of difficulty is inappropriate</td>
<td></td>
</tr>
<tr>
<td>Assessments use age-appropriate tasks and language</td>
<td>Tasks and language are inappropriate</td>
<td></td>
</tr>
<tr>
<td>Editing required</td>
<td>Significant editing required</td>
<td></td>
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</tbody>
</table>
Chapter 4

ASSESSMENT DATA, INSTRUMENTS & ANALYSIS

**Describes and analyzes student progress and performance**

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<tr>
<th><strong>EXEMPLARY</strong></th>
<th><strong>STRONG</strong></th>
<th><strong>PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✅ Detailed statistical summary (in table format) of pre-assessment, formative and summative assessments as well as post assessment</td>
<td>✅ Detailed statistical summary (in table format) of pre-assessment, formative and summative assessments as well as post assessment</td>
</tr>
<tr>
<td>✅ Include disaggregated data for Special Ed, ELL, TAG, 504</td>
<td>✅ Any other anomalies listed or explained</td>
<td>✅ Include disaggregated data for Special Ed, ELL, TAG, 504</td>
</tr>
<tr>
<td>✅ Any other anomalies listed or explained</td>
<td>✅ Insightful discussion and explanation of the patterns of student progress (why some learned and others did not)</td>
<td>✅ Any other anomalies listed or explained</td>
</tr>
<tr>
<td>✅ Recommendations for future performance instruments included</td>
<td>✅ No editing required</td>
<td>✅ Recommendations for future performance instruments included</td>
</tr>
<tr>
<td>✅ Minor editing required</td>
<td><strong>DEVELOPING (= not passing)</strong></td>
<td><strong>EMERGING (= not passing)</strong></td>
</tr>
<tr>
<td>✅ Simple statistical summary of pre and post assessment progress</td>
<td>✅ Student progress addressed, but not clear</td>
<td>✅ Description of student progress is vague, poorly stated, and missing critical items</td>
</tr>
<tr>
<td>✅ Editing required</td>
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<td>✅ Significant editing required</td>
</tr>
</tbody>
</table>

**Reviewed & interpreted student learning in relation to unit goals, lesson objectives and teaching activities**

<table>
<thead>
<tr>
<th><strong>EXEMPLARY</strong></th>
<th><strong>STRONG</strong></th>
<th><strong>PROFICIENT</strong></th>
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<tbody>
<tr>
<td>✅ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✅ Narrative description of students learning gains from lessons</td>
<td>✅ Narrative description of students learning gains from lessons</td>
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<tr>
<td>✅ Narrative description of the unit as a whole regarding the student achievement of goals and objectives</td>
<td>✅ No editing required</td>
<td>✅ Narrative description of the unit as a whole regarding the student achievement of goals and objectives</td>
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<td>✅ No editing required</td>
<td><strong>DEVELOPING (= not passing)</strong></td>
<td><strong>EMERGING (= not passing)</strong></td>
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<tr>
<td>✅ Discussion of student learning in the work sample as a whole addressed, but not for individual lessons</td>
<td>✅ Student learning addressed, but unclear</td>
<td>✅ Interpretation of student learning is vague, poorly stated, and missing critical items</td>
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<tr>
<td>✅ Editing required</td>
<td>✅ Significant editing required</td>
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<td>✅ Minor editing required</td>
<td><strong>BEGINNING (= not passing)</strong></td>
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**Chapter 4**

**ASSESSMENT DATA, INSTRUMENTS & ANALYSIS**

- Describes how progress was communicated to students and parents

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<th><strong>6 EXEMPLARY</strong></th>
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<tr>
<td>✅ Includes all criteria for a &quot;5&quot;, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✅ Evidence of some form of weekly communication with students and/or parent(s) or guardian regarding progress is present</td>
<td>✅ Evidence of some form of weekly communication with students and/or parent(s) or guardian regarding progress is present</td>
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<tr>
<td>✅ Communication is evidenced in an age-appropriate manner through two of the following means over the course of the unit: parent/guardian newsletter, school website for parents, class website, communication to parent(s)/guardian/student via email, digital photographs documenting student’s work, feedback on student’s written work, parent/teacher conferences, report cards</td>
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<td>✅ Communication is evidenced in an age-appropriate manner through two of the following means over the course of the unit: parent/guardian newsletter, school website for parents, class website, communication to parent(s)/guardian/student via email, digital photographs documenting student’s work, feedback on student’s written work, parent/teacher conferences, report cards</td>
</tr>
<tr>
<td>✅ No editing required</td>
<td>✅ Evidence of weekly communication with students and parent(s) or guardian is present, but information is vague or inconsistent</td>
<td>✅ Evidence of weekly communication is vague, poorly stated, and missing critical items</td>
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<tr>
<td>✅ Communication is evidenced in an age-appropriate manner through one of the following means: parent/guardian newsletter, school website for parents, class website, communication to parent(s)/guardian/student via email, digital photographs documenting student’s work, feedback on student’s written work</td>
<td>✅ Major editing</td>
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<td>✅ Editing required</td>
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<th><strong>3 DEVELOPING (= not passing)</strong></th>
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<td>✅ Major editing</td>
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Congratulations! You are nearing the completion of your work sample. The next step is to prepare the Final Narrative, in which you will reflect upon the entire teaching experience, written in a narrative format.

Consider how TSPC describes this reflective piece and what it means to you as an educator:

“Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.” (OAR 584-017-0100 [4, d]).

The unit plan and daily lessons illustrate what you had planned to do. The Final Narrative, on the other hand, provides insight regarding what actually happened as you taught the work sample unit. This is also an opportunity to reflect upon your experience as a teacher, to identify and document your strengths and weaknesses, and to propose changes/improvements.

1 Reflect Upon Your Experience

Your unit included ten or more lessons that you utilized to instruct your students. Thinking back on this teaching experience, you probably noticed when things didn’t end up going exactly as you had planned. For example, perhaps you estimated that an assignment would take 35 minutes, only to find out that your students finished the task in 10. Or, perhaps a particular lesson didn’t go as planned because the students were being especially rowdy. These are normal challenges that all teachers face and are often overcome through additional teaching experience.

Examine the following: (from the past)

- Planning and preparation of the lessons and unit
- The presentation of your lessons
- Changes that had to make when teaching (whether expected or unexpected)
- Your students’ level of participation
- How your overall goals and objectives helped you plan and whether they were achieved.
- Your emotional states while teaching the unit (ups and downs)
Chapter 5
THE FINAL NARRATIVE

2 Reflect Upon Your Effectiveness

In order to be successful in teaching, candidates must not only possess the ability to identify and acknowledge their own weaknesses and failures, but must also be able to pursue useful remedies and solutions to overcome these deficiencies. Those who lack these important abilities, or who refuse to acknowledge their own weaknesses, are at risk of stagnating as educators. So, when you prepare this section, rather than simply reporting that a lesson went “badly,” you will need to propose solutions that you can implement in the future. This analysis helps support your competence as a facilitator of learning.

Examine the following: (from the past)

- Was the unit appropriate for the class? (age and content appropriate)
- What activities in your unit did you modify/change and why?
- Your chosen classroom management techniques (note any differences from your CT’s style)
- Effectiveness of your teaching, summarized in the context of student learning gains (assessment)
- Anecdotal comments or stories describing incidences or impacts you experienced

3 Plan for the Future

Imagine that you have landed yourself a dream teaching job and that it happens to be the same grade/subject as your current/recent student teaching experience. You suddenly realize that the work sample unit you’ve just created can be used again in your new assignment. Thinking about your work sample unit in this context, you probably can quickly identify several, if not many, changes that you would make to improve the experience next time around.

In the final portion of the Final Narrative, you will analyze what improvements you would make to your work sample unit (assuming you would teach it again) and what improvements you would make personally to become a more effective teacher.

Examine the following: (from the present and future)

- Work sample unit modifications and improvements
- Ideas for personal growth and professional development
- Plans you have to help you become an effective and life-changing teacher
## Chapter 5
### ASSESSMENT GUIDELINES

### Analyzes goals, objectives, teaching materials & activities that should be continued, modified, or deleted

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<tr>
<td>✓ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✓ In addition to required lesson reflections, the final written narrative synthesizes individual lesson reflections</td>
<td>✓ In addition to required lesson reflections, the final written narrative synthesizes individual lesson reflections</td>
</tr>
<tr>
<td>✓ Overall unit goal and objectives are considered in analyzing the work sample as a whole</td>
<td>✓ Information in narrative includes pre-assessment, lesson circumstances, post-assessment, modifications, etc.</td>
<td>✓ Information in narrative includes pre-assessment, lesson circumstances, post-assessment, modifications, etc.</td>
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<td>✓ No editing required</td>
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### DEVELOPING (= not passing)

### EMERGING (= not passing)

### BEGINNING (= not passing)

### Discusses implications for subsequent instructions with the same group of learners

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<tr>
<td>✓ Includes all criteria for a “5”, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>✓ Discussion regarding the future of the work sample as it applies to experiences from individual lessons and individual learners</td>
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<tr>
<td>✓ The final narrative considers the student learning gains in relation to the overall unit</td>
<td>✓ Consideration of learner progress and modifications to teaching for the entire work sample</td>
<td>✓ Consideration of learner progress and modifications to teaching for the entire work sample</td>
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<tr>
<td>✓ Consideration for students prior to instruction and the context in which teaching and learning occurred</td>
<td>✓ No editing required</td>
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### DEVELOPING (= not passing)

### EMERGING (= not passing)

### BEGINNING (= not passing)

### Future instructions present, but for limited number of students and/or lessons

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### Editing required

### Reflection started, but sketchy

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### Major editing needed

### Reflection piece analyzing goals, objectives, materials, and activities is vague, poorly stated, and missing critical items

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### Significant editing required

### Reflection piece discussing implications for subsequent instruction is vague, poorly stated, and missing critical items

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Chapter 5

EXHIBITS

In the final chapter of your work sample, you will include a variety of exhibits that document your practicum or student teaching experience. Exhibits must include assignments and assessments that you have utilized within the unit.

1 Include the Following items:

- A copy of your pre-assessment (or pre-test)
- A copy of your post-assessment (or post-test)
- Copies of any other assessment tools, including: handouts, score guides and rubrics
- Copies of letters or e-mails that you have used to communicate with students and parents
- Samples of student work (*with names redacted)
- Other supporting materials that you may have utilized

Consider including photos of your experience, including the school, your classroom (without students included) and of you and your cooperating teacher. While these are not necessary, photos not only provide the reader with a better understanding of your clinical experience, but also serve as a reminder of your time as a student teacher.

Final Thoughts

Congratulations! You have reached the end of the Work Sample Handbook. We hope that you have found this handbook to be informative and that it has helped you plan, create, teach, assess and reflect upon your unit of instruction and experience as a teacher candidate. If you have followed the instructions and completed this work sample correctly, then you will have gathered the necessary evidence to prove your effectiveness as a teacher – a monumental achievement for which you should be very proud of yourself.

Consider keeping a copy of your work sample. When you become a teacher you may be provided with an opportunity to mentor your own student teacher. When he/she brings up the conversation of their work sample requirement, you will be able to pull yours off the shelf and with a smile on your face, tell them, “been there – done that... and here’s how I did it.”
GLOSSARY

**ASSESSMENT:** the process of collecting a full range of information about students and classrooms for the purpose of making instructional decisions.

- **Assessment Matrix:** the grid used to illustrate the forms of assessment used throughout the work sample implementation.
- **Diagnostic Assessment:** a type of assessment used by teachers to determine students’ prior knowledge and level of skill development. Information used to assist in planning.
- **Formative Assessment:** a type of assessment used before or during instruction which is used to assist with planning or making adaptations.
- **Pre Assessment:** an assessment given to students prior to a new unit of study to determine what children already know about the particular topic. This assessment offers a baseline for comparing gains in knowledge or skills at the conclusion of the unit of study.
- **Post Assessment:** typically the same assessment given as a pre-assessment administered again at the conclusion of a unit of study to determine individual student gains in knowledge or skills as a result of the study.
- **Rubric:** A tool of measurement that identifies progress across a continuum of qualifying words or numbers.
- **Summative Assessment:** a type of assessment done after instruction to determine program effectiveness or the worth of students’ work.
- **Scoring Guide:** an evaluation tool designed for scoring student work that includes specific, consistent assessment criteria for student performance and a scale to help rate student work. Used by Oregon teachers to evaluate student work samples and the State Writing Assessment on a 1-6 point scale.

**AUTHORIZATION LEVELS:** The grade level(s) with which Oregon educators may be licensed to work: Early Childhood (pre-k through grade four), Elementary (grades three through eight in an elementary school), Middle School (grades five through ten in a middle or junior high school), and High School (grades seven through twelve in a mid-high or high school).

**BEHAVIORAL OBJECTIVE:** a form for writing an instructional objective that emphasizes precision and careful delineation of expected student behaviors, the testing situation, and a performance criterion.

- **Condition:** under what circumstances the behavior is to take place
- **Behavior:** an observed, measurable action
- **Criteria:** the degree in which the behavior is demonstrated
- **Performance indicator:** a measure that shows to what degree an objective has been met
Glossary

BLOOM’S TAXONOMY:

- **Affective Domain**: the domain that classifies objectives in the emotional response processes.
- **Cognitive Domain**: the domain that identifies the cognitive processes or thinking required of particular learning tasks.
- **Psychomotor Domain**: the domain that classifies objectives in physical movement and coordination processes.

COMMON CURRICULUM GOALS: broad goal statements that describe the same course of study (curriculum) used in all Oregon school districts from kindergarten through grade 12. The Common Curriculum Goals include the academic content standards.

- **District Standards**: within the State of Oregon, some school districts have created additional grade level standards, typically for content areas such as science or social sciences when State grade level foundations and standards have not been developed.
- **Grade Level Foundation**: specific statements that describe what students should know and be able to do at grades K-2 in English language arts and Mathematics that will prepare them to meet the grade 3 standards.
- **Grade Level Standard or Benchmark**: specific statement, adopted by the State Board of Education, that describe what students should know and be able to do at grades 3 through 8 and 11 in English language arts and mathematics.
- **National Standard**: specific statements that describe what students should know and be able to do within a particular subject area. These statements are typically developed by professional organizations in relation to their particular field of study. For example, the … has created National standards for…
- **Standards-based system**: a system in which an educator’s work performance is measured against an established set of qualitative principles.
- **State standards**: competencies outlined by the state to establish principles guiding the evaluation of pre service and in service teachers.

COOPERATING TEACHER: an in service teacher who agrees to mentor a student teacher in the cooperating teacher’s building. Cooperating teacher is the preferred term, but some institutions may refer to this role as a Mentor Teacher.

DEMOGRAPHICS: describes the district, community, school, facility, classroom and special needs considerations in the classroom in which you will teach.
**DIFFERENTIATION STRATEGIES:** changes needed to create the best possible learning situation for students with Special Needs in the classroom. These students may include but are not limited to those who are on Individualized Education Plans, who are on a Behavior Modification Plan, have a physical impairment, have been identified as Talented and Gifted (TAG).

*504 Plan:* commonly referred to as a Section 504 Plan, a plan for a student with a physical or mental impairment that substantially limits one or more major life activities.

*Assistive Technologies:* special tools, mainly computer-related, to assist individuals who have special needs.

*Communication Disorder (Speech and Language Impairment):* the impairment of speech articulation, voice, fluency or the impairment or deviant development of language comprehension and/or expression, or the impairment of the use of spoken or other symbol system that adversely affects educational performance. The language impairment may be the manifested by one or more of the following components of language: morphology, syntax, semantics, phonology, and pragmatics.

*ELL:* an acronym for English Language Learners

*Individualized Education Plans (IEP):* a learning plan specifying long and short term educational goals for disabled students and agreed on by teachers, parents, and special educators.

*Inclusion:* the practice of including students, regardless of their abilities, in regular classrooms.

*Mainstreaming:* placing special needs children in regular classes for full time or part time.

*Other Health Impaired:* according to the latest OARs, limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

*Talented and Gifted (TAG):* students who have been identified as "high-end learners" based on State Assessment scores or other assessment methods.

**ENDORSEMENT:** The subject matter or specialty education field and authorization level in which the individual is licensed to teach”. OAR 584-005-0005 (42).

*ESD:* an acronym for Education Service District

**INTERDISCIPLINARY:** a knowledge view and curriculum approach that consciously applies methodology, and language from more than one discipline to examine a central theme, topic, issue, problem, or work.

*MEDIA:* anything audio visual, including compact discs, DVDs, digital cameras, document cameras, laptops, laser discs, MP3 players, overhead projectors, pod casts, radio, realia, scanners, video recorders, videos, etc.
GLOSSARY

OAKS: an acronym for Oregon Assessment of Knowledge and Skills. It is the newly adopted name for the larger Oregon statewide assessment system. This online testing system assesses students' mastery of Oregon content standards.

OARS: an acronym for Oregon Administrative Rules.

OBSERVATION: performed by someone who witnesses an educator's capacity in a real classroom setting for a specific period of time. A written report is usually made to the educator being observed.

STANDARD: A measure of comparison for the qualitative level of an educator's performance.

Academic Content Standards: statements of what students are expected to know in particular subjects and be able to do at specified grade levels developed through the standards setting processes, involving Oregon educators. The State Board of Education has adopted the content standards for science, social sciences, the arts, second languages, physical education, and health education, and grade-level standards in English language arts and mathematics.

Benchmark Standards: a specific statement of knowledge and skills to be demonstrated at the end of a specified range of grades. In science, social sciences, the arts, physical education and health education, a student’s progress toward the Subject Area Endorsement can be checked at or about grades 3, 5, 8, and 10.

Performance/Achievement Standard: define student performance on state assessments.

http://www.ode.state.or.us/search/results/?id=223. A score of “4” is the performance standard considered “proficient.”

SCORING GUIDE: scoring rubric

STUDENT ARTIFACT: work produced by students, e.g., exams, essays, oral presentations, work samples, etc.

STUDENT TEACHER: a pre service teacher who works for a required period of time in a school, in his or her new area of endorsement and authorization level while under the supervision of a cooperating teacher and an institutional representative.

TSPC: an acronym for Teacher Standards and Practices Commission, which is the Oregon state licensing agency for teachers.

UNIVERSITY SUPERVISORS: university faculty who conduct on-site school evaluations of pre-service or in-service teachers seeking Initial Licensure or subsequent attachments of authorization levels and/or endorsements to existing licenses.

WORK SAMPLE: a designed and implemented unit of study that demonstrates capacity to foster student learning (according to the latest Oregon Administrative Rules).