PREPARING A TEACHER WORK SAMPLE PORTFOLIO:
A HANDBOOK FOR FLORIDA GULF COAST UNIVERSITY
TEACHER CANDIDATES

SPRING SEMESTER 2012

The Renaissance Partnership Teacher Work Sample and Rubric were modified by the Florida Gulf Coast University Level II Student Teaching Coordinator in June 2011.
Introduction

In this time of accountability and focus on improvement in America’s public schools the focal point for all educational professionals is impact on student learning and higher achievement for all students. The Teacher Work Sample is a tool for helping teacher candidates bring together theory and practice while supporting the conceptual framework of Knowledge, Skills and Dispositions embraced by the College of Education and the Profession. The Teacher Work Sample represents the kind of planning, implementation and assessment that should be ongoing in every classroom and will serve as the capstone experience for Teacher Candidates at Florida Gulf University. This Teacher Work Sample will not be something extra or something produced only for evaluators, this is an integrated unit which Teacher Candidates will plan and teach in their student teaching classroom.

The Teacher Work Sample Portfolio is one way in which teacher candidates at Florida Gulf Coast University demonstrate their professional achievements. There are several sets of standards that guide the work in the Teacher Work Sample Portfolio:

NCATE Standard Addressed by Course:
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.

INTASC Principles Addressed by this Course and cross-referenced with the Florida Educator Accomplished Practices (FEAP):

Principle 1:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (FEAP 8)

Principle 2:
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (FEAP 7)

Principle 3:
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (FEAP 5)

Principle 4:
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. (FEAP 4)
Principle 5:  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (FEAP 9)

Principle 6:  
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (FEAP 2, FEAP 12)

Principle 7:  
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (FEAP 10).

Principle 8:  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (FEAP 1)

Principle 9:  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. (FEAP 3)

Principle 10:  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. (FEAP 11, FEAP 6).

Dispositions

Diversity/Individual Differences: The teacher candidate appreciates individual, cultural and linguistic differences, shows respect for the talents of all learners and is committed to helping develop self-confidence and competence in all learners. The teacher candidate embraces a spirit of advocacy for underserved individuals and treats all individuals with respect.

High Expectations: The teacher candidate believes that all individuals can learn to high expectations and sets high expectations for all learners, including themselves, and persists in helping all students achieve success.

Learning Environments: The teacher candidate takes responsibility for establishing a positive classroom climate.

Ethics: The teacher candidate follows legal and ethical guidelines by adhering to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
What is a Teacher Sample Portfolio?

A teacher work sample is a 1 to 4 week unit of instruction in one subject area for one class. The teacher work sample may be an integrated unit between two curriculum areas or may be a unit from one content area. The central feature of the teacher work sample is the impact the candidate has on P-12 student learning. The teacher work sample will include lesson plans, narratives concerning each process, evidence of P-12 student learning and a six minute video which documents the classroom practice of each candidate. The teacher work sample must show satisfactory achievement of the learning outcomes of the College of Education as well as evidence of P-12 student learning. The Teacher Work Sample Portfolio should be developed in consultation with the candidate’s cooperating teacher, University supervisor, the Internship Director, and program faculty. The format will be an electronic multimedia file posted to each candidate’s Livetext account.

Every Teacher Work Sample Portfolio is to include the following components:

**Cover Page** and **Table of Contents**: listing the sections and attachments with page numbers.

**Philosophy Statement**: Should address the candidate’s view of education supported by candidate’s course learning, experiences within the classroom and supported by research which is cited in the statement using APA citation style. The focus should not be the Teacher Candidate but the P-12 student and how classroom practice and decisions concerning practice can help the P-12 student reach their potential as a learner. **Suggested page length**: 1 page.

**Narratives**: Each section contains narrative writing. Narrative writing is writing that tells a story, these narrative sections will tell the true story of your Teacher Work Sample Experience. A suggested page length is given at the end of each component section. The total length of the written narratives (excluding charts and graphs, attachments and references) should not exceed 30 word processed pages, double-spaced in 12 point font with 1 inch margins.

**Charts, graphs and attachments**: Most sections require some form of charts, graphs or assessment instruments. These components are required as part of the TWS documents. Other attachments, such as student work, photos and lesson plans will be provided according to the directions for each section. Be very selective as the student work samples must provide clear and concise evidence of student learning progress.

**Six Minute Video Clip**: Each TWS will include a 6 minute video clip of the candidate’s classroom practice. Specific instructions for this component will be given in the Video Direction section and by attending the Technology Seminar.

**References and Credits**: (not included in total page length) All citations will be made using APA style.

The Teacher Work Sample must use standard written English and make use of the vocabulary representative of the Education Profession. It is expected that the portfolio be clearly organized and
grammatically correct; deductions will be made to the final score for spelling and grammar mistakes and incorrect use of professional language.

Anonymity: In order to insure the anonymity of students in the class, do not include any student names or identification in any part of the TWS. Students may be referred to using numbers or letters. Example: Student A or Student # 1.

Rubrics can be found in the Resource Section.

The Process

Each teacher candidate will plan and teach a comprehensive unit. The unit must last between 1 and 4 weeks, may be integrated or may be from one content area. Before teaching the unit the candidate will consider the contextual factors present in their particular placement situation. Learning objectives must be identified and based on the Sunshine State Standards, student needs, and district content standards. An assessment plan will be created to measure student performance before, during, and after instruction. A plan for the instruction of the material will be developed, student learning will be analyzed during the process and instruction will be modified based on the assessment data. Following the unit completion, the candidate will reflect on the entire process; assessment, planning, teaching, modification of instruction, data analysis, and teacher candidate’s instruction as it relates to student learning gains.

Specific Directions for Teacher Work Sample Components

Cover Page: You will create a cover page which will include:

- Candidate’s Name
- Date submitted
- Cooperating teacher’s name, grade level taught and school district’s name
- Subject taught
- University, course number

Table of Contents: listing the sections and attachments with page numbers.

Section 1: Philosophy Statement

Definition: An educational philosophy is a personal statement of a teacher's guiding principles about "big picture" education-related issues, such as how student learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society

Each teacher comes to the classroom with a unique set of principles and ideals that affects student performance. A statement of educational philosophy sums up these tenets for self-reflection, professional growth, and sometimes sharing with the larger school community.
Your Educational Philosophy is a description of your goals and beliefs as a teacher. There really is no such thing as "the" philosophy; our philosophies are a reflection of our own beliefs, experiences and training. You will use the philosophy paper you wrote in your Level I (Block4) student teaching experience and seminar activities as a starting point for this component. You should address your view of education supported by your course learning, experiences within the classroom and supported by research which must be cited using APA style. **The focus should not be YOU but the P-12 student and how classroom practice and decisions concerning practice can help the P-12 student reach their potential as a learner.** Suggested page length: 1 page.

**Section 2: Contextual Factors**

**Assignment:** In this section you will discuss relevant factors of your placement district, school, classroom environment, students within your assigned classroom and how each of these factors might impact the teaching-learning process. You should include any supports and challenges that might impact instruction and student learning.

The narrative must include:

**Community and district information:** Include the geographic location of the school district include information about the community (ies) which make-up the district, socio-economic profile of these communities. District Mission Statement, ranking within the state, district initiatives, district graduation rate, percentage of students who go to college etc. The district website, school website, school report card or FLDOE website would be good resources for this information.

**School information:** Include the geographic location of the school, include information about the community and school population, socio-economic profile, percentage of students on free/reduced lunch, race/ethnicity, and linguistic diversity of student body; also include school grade, FCAT and standardized test score data if it is applicable to your grade level. The School Vision or Mission statements and school improvement plan would be important sources of information and might be important to be included in this section. The district website, school website, school report card or FLDOE website would be good resources for this information.

**Classroom factors:** Describe the classroom’s physical characteristics, arrangement, availability of technology, resources available in the classroom, help available to you, parental involvement, classroom rules, routines, grouping patterns, and scheduling.

**Student Characteristics:** Paint a picture of the students which you teach. Include factors such as age, gender, attendance patterns, race/ethnicity, special needs, inclusion, English Language Learners, achievement/developmental levels, number of students on IEPs, cultural background, learning styles, modalities or students’ skill levels. The expectation is you will use proper educational terms when
describing your students. Be sure to address skills and prior learning that may influence the development of learning objectives, assessments and instruction for the TWS topic. You may use a chart to communicate student characteristics, an example is on Angel.

**Instructional Implications:** You will tell WHY the information included in this section is important to a teacher. Address how contextual characteristics of the community, school, classroom and students have implications for instructional planning and assessment. Include specific implications for English Language Learners, special needs inclusion students, multiple intelligences and any other factors that will influence how you will plan and implement this unit.

Total page length: 2-4 pages.

**Section 3. Topic and Learning Objectives**

**Assignment:** You will choose a topic to explore and objectives which are directly related to Sunshine State Standards for your grade level or content area. The topic may be within one subject area or it may be a unit which integrates two or more content areas.

**The narrative must include:**

**Description of the content:** You will describe the topic, knowledge and skills students will learn. Indicate the number of days or class periods for this particular learning module, remember that it must be at least one week but not more than 4 weeks.

**List of SSS:** Provide a list of the SSS on which your unit is based. Put this list on a separate page and write out the SSS, do NOT give only the SSS number.

**List of learning objectives:** Not the activities. The objectives will guide the planning, teaching and assessment of the unit. These objectives must define what students are expected to know and be able to do at the end of the unit. The objectives should be challenging, varied and appropriate, they must be written in behavioral terms. Number each objective and refer to it by its number in the future TWS components. Align the objectives with the SSS.

**Describe the types and levels of the learning objectives:** Objectives should address various levels of Bloom’s Taxonomy, and at least two must address higher order thinking skills, explain how the objectives for this unit meet that expectation.

**Discuss why the learning objectives are appropriate:** Connect your objectives to classroom, community context, student development, pre-requisite knowledge, skills and student needs. The objectives might be identified as a priority area of the school improvement plan, they might come from analysis of test data and or meet student interests. There must be valid reasons for selecting the content and the objectives for this unit; YOU MUST SPECIFICALLY ARTICULATE your rationale and align the objectives with the SSS.
**Section 4. Assessment Plan**

**Assignment:** You will design an assessment plan to monitor student progress toward meeting the learning objectives. In this portion of the TWS you will provide information about your pre and post assessments, other assessment activities and the alignment of objectives, assessments and instruction. The assessments should authentically measure student learning before, during and after instruction and may include performance based tasks, paper and pencil tasks or personal communication. You will describe why the assessments are appropriate for measuring student learning. **Since this is a PLAN this section must be written using future verb tense.**

**Requirements:**

**Overview of Assessment Plan:** You will tell how the learning objectives and the assessments are aligned. For each learning objective include: assessments used to judge student performance, format of each assessment and adaptations of any assessments to meet the individual needs of students based on pre-assessment and contextual factors. **A visual organizer may be used for this portion, see page 9 for an example.**

**Pre-Assessment Plan:** You will clearly explain how you will determine student knowledge and skills pertinent to this unit **prior to instruction**. Your pre-assessment (s) does not have to be a paper-pencil test. The pre-assessment (s) may take whatever form is appropriate for the unit/objectives but pre-assessments must give you two types of information. **(1).** Information about each student’s entry level knowledge and skills which pertain to the unit being taught and **(2).** information from which you will be able to measure student gains in knowledge and skills as a result of the instruction.

Include copies of pre-assessments and or student directions and criteria for judging student performance like rubrics, observation checklists, scales, answer keys.

**Post-Assessment Plan:** You will clearly explain and describe your post-assessment (s), and the formal assessment (s) you will use to determine student gains in knowledge and skills as a result of your instruction. This assessment must provide information about each student’s accomplishment for each learning objective and about his/her gains since the pre-assessment.

The post-assessment will need to be: an assessment similar to the pre-assessment that provides data about student gains in knowledge/skills identified in your objectives **OR** a parallel form of the pre-assessment with the same kinds of questions or tasks addressing the same objectives **OR** a repeat of the pre-assessment.

Include copies of pre-assessments and or student directions and criteria for judging student performance like rubrics, observation checklists, scales, answer keys.
Formative Assessment Plan: You will clearly explain and describe other assessment activities which will support your ability to monitor student progress during the instructional phase and comment on their importance to the overall unit and decision making process. These may include, activities, homework, quizzes etc. Be specific in your description.

Example Charts:

Overview of Assessment Plan Table Example: Secondary U.S. History World War I (example for one objective, you must include each objective in your sample)

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessments</th>
<th>Format of Assessments</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 1:</td>
<td>Pre-assessment</td>
<td>Quiz: Questions 1,2,5 and 15</td>
<td>Due to the substantial amount of Gifted and Talented students in this AP class, I decided to include various tasks that require higher-level thinking. I also incorporated the creative writing assignment to give the higher functioning students an opportunity to learn through self-reflection.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td>Identification assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Assessment</td>
<td>Map Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Writing Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit Test: Questions 1,2,5, 15 and 18-25</td>
<td></td>
</tr>
</tbody>
</table>

Chart provided by the Renaissance Partnership for Improving Teacher Quality

Overview of Assessment Plan Table Example: Kindergarten Ocean Life (example for one objective you must include each objective in your chart)

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessments</th>
<th>Format of Assessments</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective I</td>
<td>Pre-Assessment</td>
<td>Students will be shown a picture of a shark, whale, fish, seahorse, octopus, scuba diver, fisherman and swimmer. The teacher will point to a part of the picture and the students will dictate the name of that part. The teacher will write the answer on the answer</td>
<td>Pictures will be used as an adaptation for all students but targeting the ELL students in the classroom.</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Post-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons 1, 5, 6, 7, 10 will be aligned with Learning Goal 1. Verify accuracy of identifying parts of fish costume, identify parts of animal used for breathing and swimming and discussion about ocean animal movie.</td>
<td>Students will be shown a picture of a shark, whale, fish, seahorse, octopus, scuba diver, fisherman and swimmer. The teacher will point to a part of the picture and the students will dictate the name of that part. The teacher will write the answer on the answer sheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide realia and hands on activities to meet the developmental and linguistic needs of students. Provide small groups for instruction and assessment.</td>
<td>Pictures will be used as an adaptation for all students but targeting the ELL students in the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chart provided by the Renaissance Partnership for Improving Teacher Quality.

**Suggested Page Length:** 4 + graphic table of assessment plan, pre-post-assessment instruments, scoring rubrics/keys/directions for formative assessments.

**Section 5. Design for Instruction: Unit Plan and Lesson Plans**
Assignment: You will describe the unit design, how instruction relates to the objectives, students’ characteristics, and the learning context.

Results of Pre-assessment: You will administer the pre-assessment and analyze the student performance in relationship to the learning objectives. You will depict the results of the pre-assessment in a graph, table or chart which depict the patterns of student performance relative to each objective. THEN, Describe in narrative form, how the pre-assessment data guided the instruction or modification of the learning objectives. Since you are reporting results of the pre-assessment, this section should be written in past verb tense.

Overview of the Unit: You will provide an overview of the unit, by use of a visual organizer. You must include information about the topic or activity planned for each day or class period, the objective to be addressed in each activity making sure each objective is addressed by a least one activity. (An example of the visual organizer can be on page 12)

Activities: You will describe, in narrative form, three unit activities. Choose activities which reflect a variety of instructional strategies/techniques and explain why those specific activities were planned. Include the following information for each activity written in past verb tense:

- The relationship between the content of the activity and the objectives;
- The relationship between the activity, the pre-assessment and contextual factors;
- What materials/technology were necessary to implement the activity;
- Formative assessment used during and after the activity;
- How the activity incorporated contextual factors of individual students;
- Include the extended lesson plans for the three activities.

Technology: Describe how technology was used in the planning and/or instruction of the entire unit. If there was no plan to use any form of technology, provide a clear rationale for its omission. Written in past verb tense.

Suggested page length: 4 + visual organizer, graph of pre-assessment data and student examples of pre, post, formative assessment, student work samples and three lesson plans.
Example of Unit Overview:

<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> The Outbreak of the war and the role of women, blacks and laborers.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>Unwrapping a Unit: (objective 1)</td>
</tr>
<tr>
<td>Lecture with class discussion ( objective 1 &amp; 3)</td>
</tr>
<tr>
<td>Map/Identification activity ( objective1 &amp; 4)</td>
</tr>
<tr>
<td>Review ( objective 1 &amp; 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> The role of women, blacks and laborers and the events of warfare in Europe.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>Quiz for review (objective1)</td>
</tr>
<tr>
<td>Collect mapwork and discuss (objectives 1 &amp; 4)</td>
</tr>
<tr>
<td>Lecture/discussion ( objectives 1,2,3)</td>
</tr>
<tr>
<td>Map/Identification ( objectives 1 &amp; 4)</td>
</tr>
<tr>
<td>Review ( objectives 1,2,3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> The reality of war</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>Discuss assignment (objective 2)</td>
</tr>
<tr>
<td>Computer Lab research ( objective2).</td>
</tr>
</tbody>
</table>

**Continue format until each day is outlined**

Example provided by Renaissance Partnership for Improving Teacher Quality.
Section 6. Instructional Decision Making

Assignment:
You will provide two examples of instructional decision-making based on students’ learning or responses. This section should be written in Past verb tense.

Components of this narrative (written in past verb tense):
You will think of two occasions during the unit when a student’s learning or response caused you to modify the original design for instruction. The modification might have impacted other students but not necessarily. The occasions must arise from two different students. For each occasion you must provide specific evidence to support the answers to the following prompts:

1. **Describe** the student’s learning or response that initiated the modification of plans. The modification might have initiated from a planned formative assessment, a comment or another source but NOT the pre-assessment.

2. **Describe** how the plan was modified and explain why the modification was appropriate to the situation and the result of the modification on the targeted students’ progress towards the learning objective(s) (and other students if appropriate).

Suggested page length: 3-4 pages

Section 7. Analysis of Impact on Student Learning
Assignment: You will analyze the assessment data, including pre, formative and post assessments to determine students’ progress related to the unit’s learning objectives. Use visual representations and narrative to articulate the performance of the whole class, subgroups and two individual students. Section should be written using Past Verb Tense.

Whole Class Results:
1. Create a table that shows pre and post assessment data for every student on every learning objective.
2. Then create a graphic summary that shows the extent to which the students made progress toward the learning objectives.
3. Summarize, in narrative form, what the graph tells about students’ learning gains in this unit (number of students who met criterion, number who made progress, number who did not make progress).

Subgroups: Select a subgroup of students based; on gender, or performance level, or socio-economic status, or language proficiency etc. to analyze in terms of one learning objective.
1. Provide a rationale for why you selected this subgroup of students.
2. Create a graphic representation that compares pre and post assessment results for the subgroup on one learning objective.
3. Summarize in narrative form what the data show about the learning gains of this sub-group and why you chose the particular learning objective featured in this subsection.

Individuals:
1. Select two students that demonstrated different levels of performance on two learning objectives.
2. Explain why it is important to understand the learning of these particular students. Use pre, formative and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning objectives.
3. Graphic representations are not necessary for this subsection.

IMPORTANT NOTE: YOU WILL PROVIDE POSSIBLE REASONS AS TO WHY THE STUDENTS LEARNED OR DID NOT LEARN IN THE REFLECTION/SELF-EVALUATION SECTION NOT IN THE ANALYSIS SECTION!!!!

Suggested page length: 4 + charts, graphs and examples of student work.
Section 8. Reflection and Self-Evaluation

Assignment: You will reflect on your performance as a teacher and connect P-12 student learning results to your performance incorporating current research as supporting documentation. You will evaluate your performance by identifying your strengths and areas of professional growth.

Specific Information to include in this section:

1. Select the learning objective where the students were most successful. Provide possible reasons for their success by thinking about the objectives, instruction and modifications you provided and assessments. Consider your students’ characteristics and other contextual factors under your control and how/if these are connected to student success.

2. Select the learning objective where students were least successful. Provide possible reasons for their lack of success by thinking about the objectives, instruction and modifications you provided and assessments. Consider your students’ characteristics and other contextual factors under your control and how/if these are connected to the students' lack of success. Discuss what you could have done differently or better in the future to improve student learning and your performance.

3. Possibilities for your professional development: You will end this section with an “eye toward the future.” You will describe at least two professional learning goals that emerged from the insights and experiences with the planning, teaching and analysis of this unit of instruction. Identify two specific steps that you will be taking to improve your professional performance in the critical areas you identify.

Suggested Page length: 2-3 pages

9. Video Directions:

Each candidate will create a 6 minute video of their teaching practice during one lesson from this unit. The video will be produced using a storyboard template. Specific directions and tips will be presented at the Technology Seminar which you are required to attend.

The completed Teacher Work Sample including charts, graphs, assessments, student work samples, and video will be posted to Livetext. Specific directions will be provided in Senior Seminar.

The Renaissance Partnership Teacher Work Sample and Rubric was modified by the Florida Gulf Coast University Level II Student Teaching Coordinator in June 2010.

Resources
Check List for Completing the Teacher Work Sample Portfolio

Week 1: I have:

___ Shared my assignment with my cooperating teacher so we can both be thinking of a unit topic and time period in which I will teach the unit.

___ Reread the directions for the Contextual Information component and have begun to collect the data from the district and school website which will help me write this section.

___ Observed the classroom context and initiated Thumbnail Sketches of my students which will help me plan and complete the contextual section.

___ Researched some unit topic possibilities.

Week 2: I have:

___ Continued to gather data and work on the Contextual Information Section.

___ Discussed my unit topic ideas and time frame with my Cooperating Teacher.

___ Written the contextual information section for the district and school.

Week 3: I have:

___ Completed the Contextual Information section by adding the classroom and student components, proof read narrative and posted it to Angel by midnight February 3, 2012.

___ Read Chapter 1 of The Art and Science of Teaching prior to establishing my learning objectives and assessment plan.

___ Chosen my unit topic in consultation with my CT.

___ Established Learning Objectives and initiated work on Assessment Plan.

Week 4: I have:

___ Completed the Topic and Objectives for Learning Section. Proof read my narrative and posted to Angel by midnight Friday, February 10, 2012.

___ Committed to completing Assessment Plan section by Week 5, Feb. 17, 2012.

Week 5: I have:

___ Completed the Assessment Plan Section and posted it to Angel for review.
Established Dates in Feb. or March the Unit will be taught. Minimum of 1 week, maximum of 4 weeks

Read these Chapters in *The Art and Science of Teaching*: Chapter 2, Chapter 3 pg. 71-85, Chapter 4, pgs. 91-97 and Chap. 5. Pgs. 103-116. These chapters deal with planning engaging activities, they review strategies and learning from each of your methods courses and will provide you with rich, engaging resources as you begin to establish your lesson plans.

**Beyond Week 5:**

Each of you will now begin to embark on an individual journey as the schedule for teaching and completing the other components cannot be decided by the Level II coordinator. Each of you will now be responsible for establishing your own goals for completing the remaining components based on the needs of your students and classroom schedule. The best time to teach this Unit is sometime in late February or March, if you wait until April you risk not having enough time to teach and analyze the unit effectively. During this time you must:

- Develop and teach lesson plans.
- Modify instruction; based on your students’ learning, assessments and factors which you cannot predict at this moment.
- Complete the instructional phase of the unit and assess student learning.
- Analyze student learning and establish learning gains and “What next.”
- Complete each remaining section of the Teacher Work Sample including the Video storyboard.
- Share your completed TWS at a joint meeting with Prospective Level II Student Teachers. Date: TBA
- Post completed TWS including Video Component to Livetext by midnight April 13, 2012.

This is not your only assignment during your Student Teaching Semester, it is one unit of many which you will plan and teach. You must also continue to meet the daily classroom responsibilities and professional deadlines which are associated with your individual placement.