Stony Brook University

Distributed Teacher and Leader Education

Social Studies Teacher Candidate Work Sample for Student Learning (TCWSSL) rev. 1/22

Introduction

Educators today place a high premium on knowledge of standards, assessment, and the ability to link these to design and deliver instruction to enhance student learning. The work sample is intended to help teacher candidates grow professionally by focusing on the ways in which standards, assessment, and instruction interact to promote student learning. It also provides summative evidence that students are capable of effectively applying the knowledge and skills learned at Stony Brook to promote student learning in an authentic classroom setting.

The basic principles underlying the work sample are that students learn best when:
· the teacher fully understands the teaching-learning context,
· the teacher sets challenging and diverse learning goals based upon enduring or essential understandings rooted in the nature of the discipline and both national (Common Core/Next Generation Learning and NCSS) and state (NYSED Social Studies Framework) standards,
· the teacher uses pre-assessment and multiple modes of assessments—all of which are aligned with learning goals—to monitor student learning and modify instruction according to student needs,
· the teacher plans lessons and selects instructional strategies that take into account pre-assessment findings, learning goals, and the different abilities, resources, and needs of the students,
· the teacher uses ongoing analysis of student learning to make instructional decisions,
· the teacher uses assessment data to analyze student learning and provide actionable feedback to students regarding their progress and achievement, and
· the teacher reflects upon his/her own teaching and uses these insights to improve student learning and promote professional growth.

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

Throughout the Work Sample, you are required to support your arguments with references to scholarly literature and theorists from your methods courses and in the core education courses [Foundations of Education (SSE 350/CEE 505); Language and Literacy Acquisition (LIN 344/CEE 594); Special Education (CEF 347/547); and Human Development (PSY 327/CEE 565)].

I. Contextual Factors – The Setting for Learning (3-6 pages)

While schools may be similar with respect to the basic social studies courses they offer, the setting for learning varies greatly from district to district, from school to school within a particular district, and from classroom to classroom within a particular school. The more you know about all of these elements, the better equipped you will be to address successfully the needs of the school and its students. Using the prompts below, describe the community, the school, and the students in the classroom where the work sample unit will be taught. You will be asked to synthesize and apply the information from Section I under Section II.B below.

A. Community
   Describe the community and explain how its characteristics may impact teaching and learning. You should focus on:
   · the school district (i.e., its location, number of schools, communities included in the district, etc.)
   · the socio-economic (home prices, income, stability) and ethnic/racial profile of the community
   · student demographics (total number of students enrolled in the district, projected trends in student enrollment, the percentage classified as special education/504, and the percentage of ESL students and their level of English proficiency)
   · the resources of the district and its support of education (**include expenditure per pupil for general education and special education**)
   · the performance of the school on state assessments, including:
      · a) percent of high school students earning a diploma
      · b) percent of students scoring above 65 and 85 on the global history and geography and the US history Regents tests
      · c) performance on 8th-grade assessments (if conducted by the district)

   Much of this information can be found in the report cards issued yearly for each school. These are available at https://reportcards.nysed.gov/. Additional information about community demographics and school funding, including information on high needs districts, can be found at http://www.p12.nysed.gov/stateaidworkgroup/.

B. School, Classroom, and Individual Students
   · Describe the school (size, organization plan, ability grouping, scheduling patterns, disciplinary policies, etc.)
   · Describe in detail the specific class you will be using for the work sample.   Please note: you will need to identify and describe three focus students from the class you are using for the work sample. This information will be necessary for completing Section V (Analysis of Student Learning in the work sample.
   · Describe the physical layout of the classroom in which you are teaching the learning segment, whether the classroom(s) are shared with other teachers, the technology and other resources available
   · Describe the classroom climate and any issues relating to student behavior.
   · What is the size and gender balance of the class in which you will be teaching the material included in the work sample.
   · How many students in this class are special education or 504 students? What modifications are required for these students?

- What is the overall level of English proficiency? How many students in this class are ELLs?
- How many students come from single-parent households, are homeless, or otherwise live under domestic conditions that might impact instruction (positively or negatively)?
- Include any other relevant information.

II.Learning Goals

The work sample is organized around the planning, delivery, assessment, and evaluation of a **five-**day learning segment of standards-based instruction. This should consist of a sequence of four interrelated lessons organized around one or more essential questions/enduring understandings that are concretized or adapted to the content covered in the unit. The fifth day of the learning segment is to be devoted to an essay-based assessment encompassing the four lessons. It should go without saying, but this section should be completed as you conceptualize and design the unit, i.e., before the unit is taught.

A. <u>Learning Goals</u>: The most basic condition for effective instruction is that the lesson aims, and instructional activities be aligned with the curriculum and the major insights and understandings that you wish your students to acquire. To ensure that this is the case, you should provide a 1–3-page narrative laying out your understanding of the major issues at stake (i.e. the learning goals) and explaining how this learning segment fits into the larger picture of the *curriculum*. Based on this narrative, you should then complete the Learning Goals Alignment Chart below for each lesson. A well-designed learning segment will address several (3-4) main ideas, which may be addressed in different ways in the individual lessons.

B. <u>Relevance of Prior Knowledge and Experience for Planning</u>: Instructional decision-making should be based on knowledge of the students, their prior academic learning, and the experience, values, preconceptions, and misconceptions that they bring from their homes and community.

For two of your lessons, write a paragraph—based on the information in Section I—describing how you incorporated such knowledge into your lesson planning. You might wish to consider such issues as: a) success in acquiring necessary knowledge from previous lessons, b) proficiency in reading and mastery of academic skills, c) level and type of cultural literacy, d) past experiences of students, their families, and the community, and any other relevant factors. Scholarly literature and/or your learnings from core courses should be cited in this.

Learning Goals Alignment Chart(with sample responses)

Lesson	Enduring Understanding/ Essential Question	Learning Segment-Specific Main Ideas/ Learning Goals	NYS Framework	Lesson Aims	NCSS Standard(s) Cut and paste individual bullet points

| 1 | How do different forms of government reflect different conceptions of human nature? | After a century of religious warfare and conflict between king and aristocracy, absolutism was seen by many as the key to peace, order, security, and rights. | | Aim: Was Hobbes' vision of absolutism appropriate for the age?

Application: Did any of the American founding fathers share Hobbes' view of human nature? Yes: the Federalists. This connects 9th-grade global to 8th-grade US. | |

| 2 | What are the causes and consequences of social inequality? | One of the most enduring legacies of the European conquest of Latin America is a legacy of socio-economic inequality, racial discrimination, and political disenfranchisement. The modern history of the region has been dominated by struggles to overturn and preserve these inequalities. | | Aim: Were the Sandinistas fighting for liberty or communism?

Application: Can you identify any other places (past or contemporary) where persistent social inequality has led to conflict? | |

| 3 | Should a democratic government obey the written constitution or the sentiment of the people? | The American Constitution contained many compromises, and the concrete meaning of many provisions has varied according to time and place. | | Aim: Should Andrew Jackson be impeached or celebrated for forcing the Indians to move west?

Application: Can you think of any recent events where the President has used his authority in ways that appear to disregard the written constitution—or that disregard public opinion? | |

III. Assessment

Once you have defined your learning goals, the next task is to determine what students will have to be able to do in order to demonstrate that they have met these goals—and with what degree of proficiency.

-**Pre-assessments** provide a baseline of prior student knowledge as it relates to your learning goals.

-**Formative assessments** enable the teacher to see what students have and have not learned, to understand why students did or did not learn, and, on the basis of this knowledge, to modify instruction accordingly. Such assessments may be informal, such as student answers to teacher questions, student questions, and observation of students as they work on class activities, or formal, such as quizzes, tests, and projects.

- **Summative assessments** provide the students with an opportunity to synthesize what they have learned during the course of the unit and enable the teacher to evaluate both student learning and the effectiveness of his/her own teaching.

Assessment Plan: The basic task for this section is to complete the **Assessment Alignment Chart** using the model below and **provide a narrative** explaining your assessment plan. This will require you to describe the activities in which students will engage in order to demonstrate their mastery of the learning goals defined above and to explain how these assessments demonstrate such mastery.

Since a well-designed learning segment will address several (i.e., 3-4) main ideas, your summative assessment should include items or tasks that will provide information about student learning with respect to the individual learning goals. Moreover, in Section V below you will be expected to quantify and analyze student learning with respect to these individual goals. Bear in mind that, if an assessment addresses more than one of these learning goals, then simply saying that Student A earned an 85 on an assessment will not be sufficient. You will need to be able to identify the parts of the assessment correlating to the individual learning goals and quantify student learning with respect to each of these learning goals.

Lastly describe any accommodations required by ELLs and student IEPs or 504 plans as well as any additional adaptations to assessments that must be made for these students.

Pre-assessment: The first component of the assessment plan should be a pre-assessment. A pre-assessment might be as simple as a KWL chart, or it might involve a set of carefully structured questions. In Section V below, you will need information from this pre-assessment to measure how much students have learned as a result of your instruction. If you choose an informal pre-assessment, you must determine in advance how student responses can be summarized or quantified to subsequently measure student learning.

A. Multiple Forms of Assessment: The learning segment should employ multiple forms of assessment.

B. Rubric: For your summative assessment, you must devise a rubric that will clearly describe and distinguish between different levels of proficiency. *Your summative assessment for the unit*

should include a substantial writing task. This will enable you to demonstrate providing effective feedback to the three target students.

C. Copies of all assessments should be included in the work sample.

Assessment Alignment Chart

Lesson	Unit-Specific Main Ideas/ Learning Goals	Lesson Aims or Learning Outcomes	Assessment	Explanation of how the assessment measures Main Ideas/Learning Goals
1	After a century of religious warfare and conflict between king and aristocracy, absolutism was seen by many as the key to peace, order, security, and rights.		Pre-assessment	Explain how the pre-assessment illuminates both what students know and what they do not know about the learning segment topic (absolutism). How is it designed to uncover any common misunderstandings or misconceptions (such as "monarchical rule is 'bad'" or the belief that absolutism is the same thing as totalitarianism) pertaining to the topic?

| 1 | After a century of religious warfare, conflict between king and aristocracy over the distribution of power, and social rebellions, absolutism was seen by many as the key to peace, order, security, and rights. | How did absolutism balance the rights of the individual and those of the community in order to bring an end to the wars of religion? How was political authority legitimated?

Application: Did any of the American founding fathers share Hobbes' view of human nature? Yes: Federalists to a degree. Did they share any of Locke's ideas? Yes. This connects 9th-grade global to 8th-grade US. | Students will read excerpts from Hobbes' Leviathan and Locke, Second Treatise of Government and then work in pairs to identify what the two thinkers had in common, how they differed, and which version of social contract theory provided the best solution to the great conflicts of the age. | The one excerpt will focus on Hobbes' description of life in the state of nature as "solitary, nasty, poor, brutish and short." Students will understand that Hobbes' view of human nature led him to argue that order, security, and individual rights depended on the existence of a power standing over and above the individual members of the community: the sovereign. The excerpt from Locke, in contrast, will emphasize man's capacity to improve himself and dominate the passions through reason, his arguments for religious tolerance, and the way that his version of the social contract differs from that of Hobbes. Students will also see that Locke's views on government reflect those of the middle classes who led the successful political--but not social--revolution against Stuart absolutism (James II and the Glorious Revolution). |

| 2 | Same as above | Were absolutist rulers really "absolute"?

Motivation: Video showing life in Stalinist Soviet Union to illustrate totalitarianism.

Closing: Was France under Louis XIV totalitarian? No. He served as the ultimate mediator or arbiter among groups, but he did not control many aspects of their lives. | Students will be divided into groups and given handouts describing their respective (king, nobility, Catholic church, Huguenots, peasantry, merchants, etc.) interests and resources. The task will be to hammer out a viable solution to the wars of religion based on available information. Teacher will then debrief and explain the actual course of events. This will lead to a discussion of the nature of "absolutism." | The learning goal here is to understand how absolutism evolved in France in response to historical problems inherited from the wars of religion. The learning activity places students in a position where they have to grapple with these factors; success means peace, while failure means more war. Students will learn that Louis XIV was able to restore order in France by a)reimposing religious unity and b)striking a durable compromise with the nobility that preserved many of its privileges. Students will learn that Louis XIV was absolute in the sense that he served as chief mediator among these groups, but that his power was limited in many ways and by in no sense totalitarian. |

IV.Design for Instruction

Based on the preceding reflections on planning and assessment, design and teach a five-day learning segment that will enable all of your students to achieve the learning goals outline above.
The fifth day will be devoted to a summative written assessment.

A. Lesson Plans: This section should include all your lesson plans (including handouts and assessments) for this learning segment. The lesson plans should:
   1. contain a minimum of five different instructional strategies.
   2. include at least one lesson that makes use of technology—beyond simple PowerPoint notes—to enhance instruction.
   3. involve cooperative learning (not just group work).
   4. use at least one current event to make a link between the past and the present.
   5. include at least two homework assignments other than those drawn from the textbook.

   Please complete the following chart to facilitate the evaluation of your lesson plans:

	Lesson
Instructional Strategies	
1.	
2.	
3.	
4.	
5.	
Use of instructional technology	
Cooperative learning	
Current event(s)	
Homework assignment	
1.	
2.	

B. Alignment of Learning Activities ("Planned Supports") and Learning Goals: One of the basic principles of good lesson design is that individual learning activities should be aligned with the learning goals and appropriate for supporting student learning with respect to these goals. Since these thought processes are addressed in the lesson plan template itself, there is no specific task other than to review your lesson plans. One thing to bear in mind is that these learning activities must be modified to comply with the accommodations required for ELLs and students with IEPs or 504 plans and that they should, ideally, be chosen so as to respond in advance to any common misconceptions relating to the learning goal.

C. Effectiveness of questioning and Student Participation: Questioning is at the core of classroom interaction with students. To assist you in analyzing the effectiveness of your questioning, please complete the following assignment:
   Identify a class in which the lesson will include a substantial amount of student questioning and discussion. Avoid lessons composed primarily of cooperative learning activities, student presentations, video presentations and the like.

1. Make an audio recording of the class. Make sure that the recording device is placed in a location so it will clearly pick up both your voice and the voices of students in the class.
2. Using the template below, transcribe your questioning in this particular lesson. List both your questions and comments and all student responses and then classify your questions according to their position in Bloom's taxonomy by placing an x in the proper box.
3. Write a 2-3 paragraph critique of your questioning based upon the transcript. Issues to consider include:
   a) How clearly were the questions phrased with regard to the desired response? How effectively were you able to scaffold questions?
   b) Were there any "questioning pitfalls" you noticed? Explain.
   c) Did you pose questions at multiple cognitive levels? How did your questioning effectively promote higher-order thinking?
   d) How did you encourage your students to employ evidence from multiple sources to support their responses?
   e) Did you give the students adequate time to consider the question and formulate an answer (i.e., wait time)?
   f) How did you react if the students were unable to quickly provide a correct answer or if the initial student response was incorrect? Did you provide answers, ask probing follow-up questions to help the original student find a way to answer, or redirect questions to other students?
   g) Did you call on non-volunteers? Did you use questions to involve all the students in the class?
   h) *How effectively was questioning moved around the room? Discuss.*
   i) How often did students initiate questions?
   j) How did you provide feedback to the students? Did your feedback encourage student participation? Did your feedback clarify/reinforce those specific aspects of the student answer relating to the question asked? (See also section V.B below.)
4. Set forth specific goals to achieve in your questioning technique.

1.Knowledge	4.Analysis
2.Comprehension	5.Synthesis
3.Application	6.Evaluation

	1	2	3	4	5	6	Question	Response
1.								
1.								
1.								
1.								
1.								
…								

D. <u>Reading and Writing Standards</u>: Complete the following chart explaining how you incorporated Reading/Writing literacy standards into your instruction. These standards should be addressed in every lesson.

E.

Lesson	Activity/Assessment	Reading/Writing Standard Addressed*	Explanation of how activity works to address standard
1			
…			

*Please cut and paste from the Word version of the standards below.

V.Analysis of Student Learning

The purpose of this section is to show that you are able to analyze student learning to continuously improve your own teaching.

A. <u>Analysis of Student Learning</u>:. The task is to analyze written student work; determine where individual students, specific groups of students (language proficiency, ability level, learning style, etc.), and the class as a whole reached and did not reach desired levels of proficiency with regard to <u>each</u> of the individual learning goals; and then provide <u>both</u> a graphic and narrative summary of your findings using examples from student work to support your claims.

B. The narrative should also address the following questions:
   1. Using the data above, explain which instructional strategies were most and least effective for helping these selected students meet your learning goals, and why was this the case?
   2. Did these students display any misconceptions or misunderstandings that were corrected as a result of your instruction?
   3. How successful were they at achieving the higher levels of understanding embodied in the learning goals and at grappling with the essential questions addressed in the learning segment?
   4. In what ways did literacy instruction enhance student learning?

C. <u>Feedback</u>: Select 3 **"Focus Students"** (these three students should work at different levels of proficiency and might have one of the following characteristics: is an ELL, has an IEP, underperforms in comparison to peers, or is a gifted student in need of greater support). Using pseudonyms, provide a description of each student and their learning style. For the three focus students, make copies of all assessments—<u>including your feedback</u>—that show student performance in relation to the major learning goals established in Section II above. If all of the learning goals are not addressed in the summative assessment for the learning segment, then include copies of other assessments. Provide a 2-4 paragraph evaluation of the written feedback you provided to focus students. Was your feedback concrete and descriptive? Did it address both the strengths and weaknesses of the students? Does it teach students how to evaluate their own strengths and weaknesses? Does it communicate to the students how they can use these comments to revise past work or improve future performance?

VI.Self-Evaluation and Reflection

In this final section, you should evaluate your teaching, describe how you grew professionally by teaching this learning segment, and identify areas for the future improvement of your professional practice.

A. Lesson Reflections: Using the form provided, reflect on the four individual lessons that you taught as part of the learning segment.

C. Self-Evaluation: Drawing on these individual lesson reflections, write a 2-4 page narrative evaluating the effectiveness of your teaching, explaining how your weakness and your strengths affected your instruction, describing what you would do differently if you were to teach this learning segment again (including, for example, a description of any gaps in student understanding that you might have identified, task modifications, additional scaffolding, and explicit references to Bloom's taxonomy), and explaining how teaching this sequence of lessons has promoted your professional growth. Wherever possible, support your decisions with reference to the relevant scholarly literature, key theorists, and your learning from the core courses in our program.

Questions and issues to address include:
· Choice of main ideas/learning goals
· Alignment between learning goals, instruction, and assessment
· Success in motivating and engaging students
· Selection of learning activities
· Effectiveness of questioning and discussion leadership
· Assessments
· Class management and organization
· Time management
· Responses to unanticipated events

TWS/Individual Lesson Reflection for five lessons

Respond to the following questions as you reflect upon the individual lessons:

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

2. What parts of the lesson were effective?

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

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

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

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

7. Were there any unanticipated occurrences?

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

9. Did I achieve appropriate closure to the lesson?

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

Reading/Writing Standards for Literacy in History/Social Studies

Grades 6-8	Grades 9-10	Grades 10-12
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Grades 6-8	Grades 9-10	Grades 10-12
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Grades 6-8	Grades 9-10	Grades 10-12
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

Grades 6-8	Grades 9-10	Grades 10-12
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Research Material for the Work Sample

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*,15(2),4-14. doi:10.3102/0013189X015002004

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Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2),106-116.doi:10.1177/0022487102053002003

Herman, J. L. (1992). What research tells us about good assessment. *Educational Leadership*, 49(8), 74-78.

Duron, Robert. Critical Thinking Framework For Any Discipline. *International Journal of Teaching and Learning in Higher Education* 2006, Volume 17, Number 2, 160-166

Igel, Charles & Urquhart, Vicki (2012) Generation Z, Meet Cooperative Learning, Middle School Journal, 43:4, 16-21

Yoon, Bogum (2021) English language learners' language and literacy development: A brief synopsis of major theoretical orientations for middle school teachers, Middle School Journal, 52:1, 23-29

Heafner, T. (2004). Using technology to motivate students to learn social studies. *Contemporary Issues in Technology and Teacher Education, 4*(1), 42-53.

Wiggins and McTighe, What is Backwards Design? G Wiggins, J McTighe - Understanding by design, 1998 - goglobal.fiu.edu

Cauley**,** Kathleen M. & McMillan James H. (2010) Formative Assessment Techniques to Support Student Motivation and Achievement, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83:1, 1-6

Canter, L. Assertive Discipline: More Than Names on the Board and Marbles in a Jar. *Phi Delta Kappa International.* Vol. 71, No. 1 (Sep. 1989) pp. 57-61

Theorists

John Dewey

Lev Vgotsky

Benjamin Bloom

Howard Gardner

B.F. Skinner

Four Core Courses:

Foundations- SSE 350 or CEE 505

Psychology- PSY 327 or CEE 565

Linguistics/Literacy- LIN 344 or CEE 594

Special Education- CEF 347

Stony Brook University Teacher Candidate Work Sample- Scoring Rubric

	Inadequate	Meets Standards	Exemplary
I Contextual Factors- The Setting for Learning • Analyzes demographic and linguistic characteristics of the community/school • Describes resources of community and support of learning • Describes aspects of school organization that impact instruction • Describes students in the target class and their skills, prior learning, and learning differences • Analyzes how the above factors will influence learning goals and instructional design			
II Learning Goals • Explains significance of unit in curriculum and identifies the central disciplinary concepts and essential questions that need to be addressed for students to understand the significance of the unit • Identifies 4-6 specific learning goals that are grounded in essential questions for the discipline, that are aligned with the relevant national, state, and professional standards, and that if met, will indicate that the students have acquired the desired content knowledge • Develops lessons that support the unit learning goal in ways which are appropriate for students • Explains how prior knowledge and experience influenced instructional planning • Integrates into instruction opportunities for students to acquire relevant academic language			
III Assessment Plan • Assessments are aligned with the learning goals • Develops clear and well designed pre and post assessments that are aligned with the learning goals • Employs multiple forms of traditional and authentic assessments			
IV Design for Instruction • Demonstrates in-depth knowledge of content • Presents a coherent instructional sequence • Employs at least five instructional strategies including cooperative learning • Instruction and assessment include appropriate adaptations and accommodations for ELLs and/or exceptional students • Integrates technology to enhance instruction • Incorporates current events or other strategies to demonstrate the contemporary relevance of the			

study of the past • Plans questions that engage students, build on prior knowledge, and prompt students to use evidence to develop arguments and support interpretation of historical events • Incorporates Common Core reading and writing standards into instruction			
V Analysis of Student Learning • Analyzes and assesses student learning to determine which instructional strategies were more effective in helping students achieve learning goals • Provides effective feedback to focus students in ways that will promote future student learning and candidate professional growth • Helps students acquire relevant academic language • Reflections are provided for each lesson			
VI Reflection and Self Evaluation • Reflects on implications of the Analysis of Student Learning (Section V) for future teaching and professional development and supports reflections with evidence drawn from the unit • Uses assessment data to inform instruction			

Charts required in Work Sample:

Academic Language Acquisition

Learning Goals Alignment

Assessment Alignment.

Instructional Strategies

Questioning Chart

Common Core Chart

Analysis of Student Learning Chart

Research required in Work Sample:

-minimum of THREE articles used

-minimum of TWO theorists used

-information from TWO pedagogy courses used

Stony Brook University Teacher Candidate Work Sample- Scoring Rubric