Teacher Work Sample Template

Candidate Name:	Candidate ID Number:	Evaluator Name:	☐ Junior Field ☐ Graduate Practicum ☐ Student Teaching
Content Area:	School:	Grade Level:	

See Teacher Work Sample Guide for background information and instructions on how to complete each element.

SECTION ONE: PREPARATION & PLANNING (Domains 1 & 2)

1.1 - Preparation through Collaboration *(1a) (guide p. 3)*

Summary: (write here)

1.2 – Creating the Continual Growth Plan *(4e) (guide p. 3)*

Summary: (write here)

1.3 - Preparation through Knowledge of Students *(1b) (guide p. 3)*

Chart of Accommodations, Modifications, and IEP Goals

Student (Coded)	Required Accommodations	Required Modifications	Relevant IEP Goals	Comments/Notes
Student A	*Extended Time, Large Print, Reduced Distractions*	*Alternative version of state-required tests.*	*By the end of the school year, Student A will read grade-level text orally with accuracy, appropriate rate, and expression at 90 words per minute with 90% accuracy, as measured by teacher records on three consecutive occasions.*	*Student A is working on social skills, so careful consideration will be taken when selecting partner-students for group work.*

1.4 - Unit Planning *(see unit plan template for Danielson alignment) (guide p. 4)*

Pre-Assessment Results

Unit Instructional Outcomes:

Student (coded)	Pre-Assessment

	Results
Student A	*15%*
Student B	*10%*
Continue for all students	

Insert Unit Plan Here

1.5 – Receptivity to Feedback on Unit Planning *(4e) (guide p. 4)*

Table 2: CT Feedback Chart on Unit Planning

Feedback Received	**How Feedback Is Implemented**

1.6 – Lesson Planning *(see lesson plan template for Danielson alignment) (guide p. 4)*

Insert Lesson Plans Here

1.7 - Receptivity to Feedback on Lesson Planning *(4e) (guide p. 4)*

Table 3: CT Feedback Chart on Lesson Planning

Feedback Received	**How Feedback Is Implemented**

SECTION TWO: USING ASSESSMENT (Domains 1, 3, & 4)

2.1 Using Formative Assessment to Monitor Learner Progress *(1f, 3d, 3e) (guide pp. 5-6)*

Table 4: Analysis of Formative Assessments (example text)

Lesson #	Content Standards (1a)	Instructional Outcomes for the Individual Lessons (1c)	Formative Assessment Description (1f)	Assessment Tools and Pre-determined Level for Student Proficiency (1f; 3d)	Numbers of Students Who Did and Did Not Achieve Proficiency (3d)	Think like a teacher; what do these formative assessment results tell you? (3d; 4a)	What changes did you make to the next lesson based on what you learned? (Copy directly from the changes you indicated in your lesson plans; use (3e; 4a)
L1		Students will learn that *numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.*	*Students will solve a set of three addition problems using manipulatives.* *I will observe student proficiency at Station #3*	*Station #3 rubric Appendix A, p. 19* *Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.*	*20 students* *20: proficient*	*All students were proficient using manipulatives, so they seem to have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.*	*All math stations will include solving math problems with pictures. To scaffold students who might not make this transition without help, I will provide manipulatives at Station #1 that correspond to the worksheet pictures (fish). I will be at this table supporting students to solve the worksheet*

						problems by using the manipulatives.
L2						
L3						

2.2 Recording Summative Assessment Data *(1f, 3d) (guide p. 8)*

Table 5: Summative Assessments Alignment

Unit Standards	Unit Instructional Outcomes	Summative Assessment Description	Proficiency Criteria Description

Table 6: Individual Student Achievement Data *(example text)*

Student (coded)	Pre-Assessment Results	Summative Assessment Results	Proficiency? (Yes/No)
Student A	*15%*	*75%*	*No*
Student B	*10%*	*98%*	*Yes*
Continue for all students			

2.3 Reflecting on Assessment Data *(3d, 3e, 4a) (guide p. 8)*

Analysis: (write here)

SECTION THREE: PROFESSIONAL RESPONSIBILITIES (Domain 4)

3.1: Reflecting on Instruction *(4a) (guide p. 9)*

Reflection: (write here)

3.2: Finalizing the Continual Growth Plan *(4e) (guide p. 9)*

Continue Growth Plan: (write here)