**UNC FL 541 Methods: Initial Teacher Work Sample -126 points**

**Initial Teacher Work Sample** is required and completed during the Content Methods Course.

**Submit electronically as a PDF and submit as a paper portfolio in a binder in class.**

\*Remember to use the Colorado World Language Academic World-Readiness Standards

**The components are:**

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| **Cover page** |
| 1. Name 2. Content Area, and the program (grade level taught) 3. Methods course and Instructor 4. Initial Work Sample information: Semester, School Location/ Name of practicum teacher if available |

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| **Section I: Planning Process: This section includes:** |
| 1. A topic graphic organizer map of the contents of the entire unit of TWS |

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| **Section II: Description of the Setting** (if you are not in a practicum this semester-look up information about a school that appeals to you). **This section includes:** |
| 1. A description of the city where the school is located 2. A description of the school, location, number of students 3. A description of the classroom where the TWS is being implemented 4. A description of the school site, including grade levels, number of students, and general school schedule. 5. A description of the physical classroom, language level, grade and its demographics where the TWS is implemented. |

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| **Section III: Unit Plan: World Language Standards, Unit Goals and Targets, Assessments and Instructional strategies and activities:** |
| A detailed unit plan using the required unit template and includes:   1. A short outline narrative to explain details of the unit including a brief description of the content and learning outcomes and targets, Can do Statements and how they align to the world language standards. 2. In the unit plan and the narrative identify the Colorado World Language Academic Standards (Colorado World Readiness standards), the unit goals, the lesson targets, and proficiency levels that are addressed by the TWS. 3. In the unit plan and the narrative identify all the unit goals, standards, and targets are aligned with standards. |

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| **Section IV: Lesson plans: A unit with five (5) well-developed lesson plans for the TSW. Remember that a lesson plan can have several episodes and last more than one day. (Both the lesson plan template and a narrative)** |
| 1. Five detailed lesson plans using the required plan template that includes all the elements and are aligned with the targets standards and include Can do Statements.. 2. The unit essential question is included and integrated in each lesson plan template and detailed narrative. 3. An outline narrative to explain details of the lesson. 4. Examples of supporting materials such as worksheets, games, manipulatives, technology, texts, and stories, etc. and their impact on student learning. 5. Samples checks for understandings, formative/summative assessments and a closure activity. 6. Include assessments and rubrics used for the lesson and the unit as a whole. 7. Integrated varied instructional strategies throughout the lesson. |

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| **Section V: Pre and Post Assessment:** Both pre and post assessments items need to reflect the content of the material of the TWS. Prepare a pre and post assessment |
| 1. Pre and post assessments are not necessarily the same; but they can be. From a quiz to a game, to a pre-listening and post-listening activity, there are many possibilities. 2. Both pre and post assessment items need to show the level of mastery of the content, and the students’ level of proficiency toward the standard(s), unit targets and lesson targets being taught prior to and after the completion of instruction. 3. Design pre-and post-assessments for the lesson plan. |

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| **Section VI: Analysis of Pre and Post Assessments** |
| 1. Prepare a graph or table to represent pre and post assessment results. 2. Create a written analysis of the results 3. Describe and analyze several student achievement gains and indicate how instruction would be adjusted. 4. Compare several students’ performance to that of the whole class. (Could include selected groups within the class populations, i.e., special needs, ESL, heritage speakers, etc. ) |

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| **Section VII: Reflective Essay** (**not submitted in the methods class**). Submitted only for the student teaching TWS. No reflective essay. For Advanced Work Sample only!!! |

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| **Section VIII: References and Resources** |
| 1. Complete list of texts (including our text), articles, workbooks, websites, etc. in appropriate format 2. Shows variety of different resources addressing different aspects of the class |

**Initial TWS Assessment Rubric**

**Section I: Planning Process**

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| **Criteria** | **Advanced-10** | **Proficient-9** | **Developing-8** | **No evidence-0** |
| Unit-A topic graphic organizer map of the contents of the TWS | **A**ll elements included. | Most elements included. | Only a few elements included. | There is no evidence. |

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**Section II: Description of the Setting**

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| **Criteria** | **Advanced-10** | **Proficient-9** | **Developing-8** | **No evidence-0** |
| Elements of description | All elements included. | Some elements included. | Very few elements included. | There is no evidence. |
| Description of the setting | Knowledge of the learning-teaching setting is specially described, as well as student diversity is specified. | Learning-teaching setting and student diversity are described, but some detail is missing. | Partial or vague descriptions. | There is no evidence. |

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**Section III: World Language Standards, Unit Goals and Targets, Lesson Targets**

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| **Criteria** | **Advanced-10** | **Proficient-9** | **Developing-8** | **No evidence-0** |
| Unit-A detailed unit plan using the template | TSW includes a comprehensive unit plan that encompasses unit plan targets, content standards, an essential question, performance assessments and key learning activities with varied instructional strategies that align with targets. | TSW includes a basic unit plan that includes some of the elements identified in the advanced column. | TSW includes a poorly designed unit plan that includes only a few elements identified in the advanced column. | There is no evidence. |
| Unit- A short narrative to explain details of the unit. | Narrative is fully developed and explains details to clarify unit plan template targets. | Narrative is somewhat developed and explains some details to clarify unit plan template targets. | Narrative is poorly developed and is hard to follow. | There is no evidence. |
| Enhances content instruction through a thorough understanding of the World Language Standards. | The unit plan shows integration of unit targets, the standards, lesson plan targets and assessments to enhance content instruction. | The unit plan shows clear alignment between the unit targets and the standards. | The unit plan includes some evidence of knowledge of the standards. | There is no evidence. |
| Identify unit goals, Colorado World Language Academic Standards, lesson targets, proficiency levels | Unit is fully developed and learning activities are fully aligned with standards, proficiency level, learning targets and assessments. | Unit are is developed and learning activities are aligned with standards, proficiency level, learning targets and assessments. | Unit is partially developed and learning activities are partially aligned with standards, proficiency level, learning targets and assessments. | There is no evidence. |

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**Section IV: Lesson plans: A two-to-three-week unit with five well-developed lesson plans for the TSW. (Remember that a lesson plan can have several episodes and last more than one day)**

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| Design for instruction:  Five (5) detailed lesson plans with lesson plan template | Lessons are fully developed and learning activities are fully aligned with standards, proficiency level, learning targets and assessments. | Lessons are mostly developed and learning activities are aligned with standards, proficiency level, learning targets and assessments. | Lessons are partially developed and learning activities are partially aligned with standards, proficiency level, learning targets and assessments. | There is no evidence. |
| A short narrative to explain details of the lesson, including samples and strategies listed | Narrative is fully developed and explains details to clarify lesson plan template targets. | Narrative is somewhat developed and explains some details to clarify lesson plan template targets. | Narrative is poorly developed and is hard to follow. | There is no evidence. |
| The lesson plans enhance content instruction through a thorough understanding of World Language Standards. | The unit plan shows integration of unit targets, the standards, lesson plan targets and assessments to enhance content instruction. | The unit plan shows clear alignment between the lesson plan targets and the standards. | The unit plan includes some evidence of knowledge of the standards. | There is no evidence. |

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**Section V: Pre and Post Assessment:**

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| A pre and post assessment. | There are pre and post assessments that align with the unit and lesson targets. | There are pre and post assessments that somewhat align with the unit and lesson targets. | There are pre and post assessments that poorly the unit and lesson targets. | There is no evidence. |

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**Section VI: Analysis of Pre and Post Assessments**

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| Analysis of Pre and Post Assessments  Graph and short narrative included | The written analysis of the pre and post assessment clearly demonstrates adjustments to instruction needed based on results of the assessments.  Graph and short narrative included | The written analysis of the pre and post assessment partially demonstrates adjustments to instruction needed based on results of the assessments.  Graph and short narrative included, but hard to follow. | The written analysis of the pre and post assessment barely demonstrates adjustments to instruction needed based on results of the assessments.  Graph and short narrative included, but very hard to follow. | There is no evidence. |

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**Section VIII: References and Resources, Cover Sheet, Organization of TWS**

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| **Criteria** | **Exemplary-3** | **Meets Proficiency-2** | **Developing-1** | **No evidence-0** |
| Cover Page- | See components above -No points | | | |
| References and resources are cited | All references and resource are listed and cited correctly. | Most references and resources are listed and cited mostly correctly. | There are a few references, but they are not cited. | There is no evidence. |
| Organization of TSW | All parts are included is organized according to sections of the TSW and is very easy to follow. | Most parts are included is somewhat organized according to sections of the TSW and is somewhat easy to follow. | A few parts are included is poorly organized according to sections of the TSW and is not easy to follow. | There is no evidence. |

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**UNC FL Methods Rubric**

**Final Oral Presentation for TWS Thursday, November 29**

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| **Criteria** | **Exemplary**  **5** | **Meets**  **4** | **Developing**  **3** | **Emerging**  **2** | **No evidence** |
| Addresses the criteria of the oral presentation | Responds fully and appropriately to all of the criteria with clarity. | Responds mostly appropriately to most of the criteria with some clarity. | Responds somewhat appropriately to some of the criteria with very little clarity. | Barely responds to the criteria. | **No evidence** |
| Knowledge of the content | Demonstrates a strong and clear understanding of the content knowledge. | Demonstrates a some understanding with of the content knowledge. | Demonstrates a very basic understanding of the content knowledge. | Demonstrates a very limited understanding of the content knowledge. | **No evidence** |
| Organization of the oral presentation | Presentation is well-organized. | Presentation is fairly well-organized. | Presentation is poorly organized. | Presentation is not organized. | **No evidence** |
| Examples & graphics/images  and/or multi-media | Examples etc. relate clearly to the presentation and add strong clarity to the presentation. | Examples etc. relate to the presentation and add some clarity to the presentation | Examples etc. somewhat relate to the presentation but do not enhance clarity to presentation | Examples etc. do not relate to the presentation | **No evidence** |

TOTAL POINTS\_\_\_\_\_\_\_\_/20

**Comments**