

Component A: Instructional Practice Candidate Work Sample

Elements Introduction Procedures Directed Questions Scoring Rubric

Elements

Component A of your portfolio will contain the following items:

1. Instructional unit plan (minimum of 5 lessons within the unit).
2. 5 lesson plans taught as part of the instructional unit.
3. Related student work from instructional unit.
4. Responses to the Directed Questions.

Optional:

15-minute (minimum) video/DVD-R of a lesson taught within the instructional unit and Video Information Sheet describing video/DVD-R clip (strongly recommended).

Introduction

One of the four requirements for teacher education candidates during the senior II internship semester is the documentation of your Instructional Practices. This component will require selecting, developing, and implementing an instructional unit through which you will demonstrate:

- content knowledge and content pedagogy
- ability to plan and assess student learning
- knowledge of student development
- ability to reflect effectively and accurately

This component will demonstrate your competency with the following INTASC Standards Indicators:

1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

1.33 The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1.34 The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.32 The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

7.13 The teacher knows when and how to adjust plans based on student responses and other contingencies.

7.31 As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

7.34 The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

8.12 The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Procedures

1. Select a unit you will teach during your senior II internship.
2. Develop long (unit) and short-term (lesson) goals/objectives aligned with the North Carolina Standard Course of Study (NCSCOS) or other appropriate documents (i.e., VOCATS, IEPs).
3. Develop resources including instructional technology (if appropriate), teaching strategies (instructional methods), learning activities, assignments, and related student work that will lead to the successful achievement of planned objectives.
4. Develop lesson plans based on the instructional unit goals/objectives.
5. During implementation of the instructional unit and associated lessons:
 - a. Video tape or DVD-R at least a 15-minute segment of one of the lessons and complete the Video Information Sheet describing the video/DVD-R clip (strongly recommended).
 - b. Collect a minimum of 2-3 samples of related student work to include in your documentation. (Remember to remove student last names to maintain anonymity.)
6. Write responses to all of the Directed Questions.

Directed Questions

Below are the directed questions for the Instructional Practice Candidate Work Sample Component. Be sure to answer each question as completely as possible. You may answer the questions one-by-one or in a narrative form, but all questions must be answered. As you write, include information about the relevance of all evidence you have included and how that evidence addresses the key indicators of the INTASC Standards/Indicators for this component.

1. How were the age and/or developmental levels of your students reflected within the unit?
2. Did the school have appropriate resources/materials for this unit? What resources/materials did you incorporate? What, if any, resources did you create?
3. What types of teaching strategies (instructional methods) did you choose to incorporate in the unit/lessons? How did they impact student acquisition of the objectives?
4. What roles (coach, audience, facilitator, etc.) did you play to encourage student learning? Were they effective? Why or why not?
5. How did your lessons allow modification for unanticipated sources of input or unanticipated student needs?
6. How did you determine if the lesson objectives were met? How did this inform your instructional decisions?
7. What lesson was the most effective? Least effective? Why?
8. What did you learn from about your instructional practices based on the unit taught?
9. How will this experience influence your choice of instructional techniques in the future?
10. How has reflection on your planning techniques and instructional activities influenced your behavior as a teacher?

Component A – Instructional Practice Candidate Work Sample Scoring Rubric

Required Elements:

1. Instructional unit plan (minimum of 5 lessons within the unit).
2. 5 lesson plans taught as part of the instructional unit.
3. Related student work from instructional unit.
4. Responses to the Directed Questions.

Optional:

15-minute (minimum) video/DVD-R of a lesson taught within the instructional unit and Video Information Sheet describing video/DVD-R clip (strongly recommended).

	Below Expectations	Meets Expectations	Above Expectations
1. Instructional Unit Plan	Unit goals/objectives are partially linked or not linked to the NCSCOS.	Most unit goals/objectives are directly linked to the NCSCOS.	All unit goals/objectives are accurately and precisely linked to the NCSCOS.
	A limited number of unit goals/objectives and learning experiences are developmentally appropriate and/or are based on effective instructional practices.	Most unit goals/objectives and learning experiences are developmentally appropriate and are based on effective instructional practices.	All unit goals/objectives and learning experiences are developmentally appropriate and are based on effective instructional practices.
	Unit provides little or no accommodation for diverse learners.	Unit provides accommodation for diverse learners.	Unit provides comprehensive accommodation for diverse learners.
	Discipline-specific content knowledge is inaccurate and/or unit fails to show evidence of application of discipline-specific content knowledge.	Discipline-specific content knowledge is accurate and applied in the development and implementation of unit, providing for an effective learning environment and appropriate learning experiences.	Discipline-specific content knowledge is accurately and consistently applied throughout the development and implementation of unit, providing for a highly effective learning environment and productive learning experiences.
	Instructional technology is applied inappropriately.	Unit incorporates the use of instructional technology, if appropriate.	N/A
2. Lesson Plans	A minimum of 5 lesson plans central to the unit topic are not included.	A minimum of 5 lesson plans central to the unit topic are included.	N/A
	Lesson objectives are not aligned or are only partially aligned with unit goals/objectives, and/or are not developmentally appropriate.	Lesson objectives align with unit goals/objectives, and are developmentally appropriate.	Lesson objectives closely and accurately align with unit goals/objectives, and are consistently developmentally appropriate.
	Only 1 instructional approach/strategy or role is employed.	Uses 2-3 instructional approaches/strategies or roles appropriate to lesson content and student needs.	Numerous and varied instructional approaches/strategies or roles appropriate to lesson content and student needs are employed.
	A limited number of teaching resources and curriculum materials are used to enhance instruction.	Several teaching resources and curriculum materials, including instructional technology if appropriate, are used to enhance instruction.	A wide range of creative and varied teaching resources and curriculum materials, including instructional technology if appropriate, are used to enhance instruction.

2. Lesson Plans continued	Learning activities/tasks fail to consider prior learning and/or are not aligned with unit/lesson objectives and/or do not progress in a sequential fashion.	Learning activities/tasks consider prior learning, are aligned with unit/lesson objectives, and progress in a sequential fashion.	Learning activities/tasks thoroughly address prior learning, are closely aligned with unit/lesson objectives, and lesson content and follow a logical and sequential progression.
	Diverse needs of students are not sufficiently addressed in lesson context through varied activities, differentiation, or modification.	Diverse needs of students are addressed adequately in lesson context through varied activities, differentiation, or modification.	Diverse needs of students are fully and consistently addressed in lesson context through varied activities, differentiation, or modification.
	Some organizational aspects of lessons do not adequately address use of space, time, equipment, and/or grouping in order to facilitate student learning.	Organizational aspects of lessons demonstrate adequate use of space, time, equipment, and/or grouping in order to facilitate student learning.	Organizational aspects of lessons consistently demonstrate effective and efficient use of space, time, equipment, and/or grouping in order to facilitate student learning.
3. Related Student Work Formative Assessment	Formative assessment techniques do not measure or are not related to the learning outcomes.	Selects and/or constructs and administers formative assessment techniques that measure the learning outcomes.	N/A
	Only 1 formative assessment technique is used.	Uses 2-3 different assessment techniques (e.g. observations, surveys, interviews, performance tasks, candidate-made tests, standardized tests).	Uses a variety of assessment techniques (e.g. observations, surveys, interviews, performance tasks, candidate-made tests, standardized tests).
	No student work relative to unit of instruction is provided.	1-2 examples of student work relative to unit of instruction are provided that allow teacher candidates the opportunity to evaluate the effectiveness of classroom activities or assignments.	Varying and multiple examples of student work relative to unit of instruction are provided that allow teacher candidates the opportunity to evaluate the effectiveness of classroom activities or assignments.
4. Directed Questions	A minimal attempt is made to respond to directed questions. Responses are brief, and fail to provide support or rationale for contentions. No examples are provided to clarify responses.	Responses to directed questions are fairly thorough, and provide some rationale in support of contentions. Some examples are provided to clarify responses.	Responses to directed questions are comprehensive, thoughtful, and provide evidence of critical reflection. Strong rationale is provided in support of contentions. Detailed examples provide clear illustrations to clarify responses.