STUDENT WORK SAMPLE DIRECTIONS

1. Each student teacher should submit pre and post work samples from three of their students that provide evidence of student learning. These samples must be collected from:
   - one high performing student
   - one average performing student
   - one low performing/struggling student

Example 1: Student work samples might include writing a thesis statement. At the beginning of the unit, the student teacher would ask the pupils to write a thesis statement.

The student teacher analyzes this pre (or beginning) work sample, and modifies the instruction to improve learning as part of the instructional process. An explanation of instructional modifications should be included.

The student teacher will then ask the pupils to write a thesis statement as a post (final) work sample.

Again, an explanation discussing the value and improved student performance should be documented by the student teacher and submitted as the evidence that the student teacher has used data to improve instruction.

Example 2: Student work samples could also include process writing experiences that can be incorporated into a unit plan across the curriculum. Writing instruction in the content areas allows students to process key concepts during research, planning and drafting stages. A final product serves as an assessment of understanding.

The writing piece, including the role (of the writer), the audience, format, and topic are planned along with the unit to correspond with the developmental level of the students and the content objectives of the unit.

The student-generated plan or first draft of the writing serves as a pre-instructional sample. This sample will be assessed using the rubric designed for the writing piece. Through the use of appropriate indicators, the rubric specifically describes the ways that content objectives are demonstrated at a proficient performance level. Performance levels less than proficient and performances that exceed proficiency are also clearly articulated using corresponding indicators.
Instruction during the revision process will target specific rubric indicators as students scaffold to more advanced demonstrations.

This instruction can be large group, small group, or individual. Given a well structured rubric, this format should provide opportunities to demonstrate improved performance levels for students across the continuum.

The final product is then also assessed using the rubric and serves as the post-instructional sample.

The work samples can be of any work related to instruction at both the beginning of the unit and later in the unit. Student teachers who are relying on lesson plans that have already been created for the unit, may discover that the second lesson plan will need to be modified to address the issues/difficulties that emerged in lesson one.

The pre and post work samples, including the Student Work Sample Cover Sheet, and all information contained in pages one and two of the Student Work Sample Cover Sheet should be submitted to Susan Stang at the end of the student teaching experience. However, student teachers are reminded that they must upload their Unit Plans - Performance Assessment #15 on D2L.