

GTEP

Work Sample Components and Guidelines

For Teacher Candidate Use in Constructing a GTEP Work Sample

Context	TSPC OAR 584-017-0185(2)(1) GSE Conceptual Framework: 1.1, 1.2, 3.1
Description of Community	The description is accurate and clearly written. It includes relevant information about the neighborhood.
Description of School	The description is accurate and includes school size, facilities, faculty, support services, student enrollment, etc.
Description of Classroom	The description establishes the learning context of the class: number of students, ages, physical space, classroom staffing. It includes important student demographics (gender, disabilities, socioeconomic status, cultural and linguistic diversity).
Student Factors	Teacher displays general and specific understanding of students' skills and prior knowledge that may affect learning. It includes information about students with exceptionalities (IEPs, TAG, etc.)
Unit Goals	TSPC OAR 584-017-0185(2)(b) GSE Conceptual Framework: 1.1, 1.2, 3.1
Clarity	All goals are clearly stated as learning outcomes
Significance	Goals reflect several types/levels of learning
Appropriateness	Goals are aligned with the curriculum and appropriate for student prior knowledge, skills, and needs
Alignment with State Standards	Goals are explicitly aligned with State standards
Rationale	The unit rationale reveals an understanding of the subject and the learners
Instructional Plans	TSPC OAR 584-017-0185(2)(c) GSE Conceptual Framework: 1.1, 1.2,2.1, 2.2, 3.1
Alignment with Unit Goals	All lessons have clearly articulated learning objectives and are linked to unit goals
Teaching Procedures	Lessons are logically organized and move students effectively toward achieving the unit goals. Plans use a variety of strategies, activities, and/or resources that make a clear contribution to student learning.
Differentiation of Instruction	Instruction is designed with reference to contextual factors and pre-assessment data. Activities appear appropriate for each student.
Assessments	The learning objectives of all lessons are linked to appropriate assessment tools. Prompts are clearly written and scoring procedures explained.
Use of Technology	Teacher integrates appropriate technology that makes a noticeable contribution to learning or provides a strong rationale for not using technology.

Data on Learning Gains	TSPC OAR 584-017-0185(2)(d) GSE Conceptual Framework: 2.1, 2.2, 3.1, 4.1
Reporting of Data	Accurate pre- and post-assessment data are reported for each student in a table. Ranges, averages, and performance trends are discussed.
Presentation	Reported data are easy to read and interpret. Copies of pre- and post-assessments are included. Examples of student work may be included.
Confidentiality	Careful protection of confidentiality is evident through use of initials, numbers, or pseudonyms.
Interpretation of Learning Gains	TSPC OAR 584-017-0185(2)(e) GSE Conceptual Framework: 2.1, 2.2, 4.1
Validity	Interpretation is meaningful, and appropriate conclusions are supported by data.
Relationship to Unit Goals	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, include proportion of students who met goals.
Relationship to Learning Context	Analysis takes into account several contextual factors that influence student learning.
Uses of Data	TSPC OAR 584-017-0185(2)(f) GSE Conceptual Framework: 2.1, 2.2, 3.1, 3.2, 4.1
Uses of Data for Planning	Clearly states how assessment findings were used to make instructional decisions. Recommendations are made from post-assessment data as well.
Reporting Progress	Includes a clear description of reporting progress to both students and parents.
Reflection on Teaching Unit	
Evaluation of Instruction	Identifies successful and unsuccessful activities. Provides plausible reasons for the success of the instruction or lack thereof.
Implications for Future Instruction	Provides ideas for redesigning unit goals, lesson learning objectives, instruction, and assessment and explains how and why these changes would improve student learning.
Implications for Future Growth	Presents one or two goals that clearly relate to unit outcomes.
Attention to Literacy	TSPC OAR 584-017-0185(2)(g) GSE Conceptual Framework: 2.2, 3.1
	The focus of the work sample is an appropriate literacy skill based upon the content requirements of the district curriculum and State standards. Reading/literacy is either the primary focus of the unit or at least one focus if lessons address more than one literacy skill. The candidate shows knowledge of literacy research in the choice of teaching methods.