

UNIT WORK SAMPLE
(REFERRED TO AT THE COLLEGE OF CHARLESTON AS CANDIDATE WORK SAMPLE)

Unit Work Sample (UWS) Purpose and Definition

The purpose of the School of Education, Health and Human Performance's unit work sample is to document each intern's effectiveness in promoting student achievement. In the context of the UWS, student achievement is defined as measurable growth in students' knowledge and skills in a particular area or areas over a specified period of time. The unit work sample provides evidence regarding the intern's performance relative to ADEPT APSs 2 and 3.

The UWS was adapted from the South Carolina Department of Education's SAFE-T Project adapted from The Renaissance Partnership for Improving Teacher Quality Project (<http://fp.uni.edu/itq>).

Important guidelines for putting together your UWS:

- **Content:** Each unit work sample (UWS) includes the **five sections** described below. Each section corresponds directly to a component of the accompanying scoring rubric. Follow these instructions carefully using the **scoring rubric** as your guide as you work through each section of the UWS. Following these section-specific guidelines is a **template** for basic information and each section of your UWS.
- **Process:** The UWS is intended to be an **ongoing** process, not a project that is put together at the end of the clinical practice experience. The continuous nature of your work will allow you to collaborate effectively with both your cooperating teacher and college supervisor to make this project an example of your best work.
- **Performance:** Expected performance on each component of the UWS/CWS is at the Acceptable level or above. It is rare for a candidate to receive a score of Target on a component of the rubric; Target indicates performance that is innovative, insightful, in depth, and typically beyond the experiential scope of a candidate who is not a seasoned teacher.

I. Section I: Unit Topic or Title. The unit (i.e., a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process) is drawn from the long-range plan. The unit must be completed in its entirety, from beginning to end, during clinical practice and must last for a minimum of two or more weeks. In rare instances where an intern is unable to design a unit that is two or more weeks in length, the intern must request approval from his/her college supervisor to select two instructional units to complete during the internship. In this event, the entire unit work sample process must be followed for each unit of instruction. Assessment criteria can be found in accompanying rubric component I.

- All **early childhood** interns must select a unit that relates to language or pre-literacy. Integrated units that combine language or pre-literacy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.
- All **elementary interns** through grade three must select a unit that relates to English language arts or reading. Integrated units that combine English language arts or reading with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

II. Section II: Contextual Factors; Community, School, and Student Diversity. Describe contextual factors include the *relevant* student characteristics included in the long-range plan as well as any other factors related to the community, district, school, classroom, or students that are likely to impact instruction and/or student learning with regard to the selected instructional unit. This section also includes a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction. Assessment criteria for this section can be found in rubric component II. A-G: The candidate is expected to demonstrate in both *plans and teaching* an awareness of *each* aspect of student diversity listed below. Include these accommodations in lesson plans.

- A. Community and school characteristics
- B. Learning differences
- C. Learning styles (all but special education candidates)
- D. Cultural/linguistic characteristics

- E. Exceptionalities
- F. Gender
- G. Socio-economic status

II. Section III: Unit Plan.

At the beginning of this section on the template, include your plan.

- **Part A.** This part of the UWS includes the unit objectives (i.e., what students are expected to know and be able to do at the conclusion of the unit) and correlated standards and expectations. All unit objectives 1) must be assessed in the assessment plan and 2) must relate to learning goals in content and cognitive complexity. This means that the level of learning in the objective and the assessment must match; also, the content taught and content assessed must match. See rubric III.A.
- **Part B.** This part of the UWS includes *described and/or attached* 1) all planned assessments (pre-, post, and formative) that will be used to measure student progress and achievement, 2) all assessment criteria (i.e., appropriate scoring rubrics, observation checklists, rating scales, item weights), and 3) descriptions of technology used to store and manage student data and 4) assessment data in graphical form. See rubric III.B.
- **Part C.** This section includes descriptions of any necessary accommodations for identified students during assessment. Be sure to include accommodations in individual plans, as well. See rubric III.C.
- **Part D.** This part of the UWS includes results and analyses of data from pre-assessments. Remember these analyses should guide your instructional planning and you should be able to explain how. After administering the pre-assessment(s), analyze student performance *relative to the unit objectives*. In your final project for submission, **attach** one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction. See rubric III.D.
- **Parts E and F.** This part of the UWS includes the *key* instructional activities, strategies, materials, and resources (including technology) that you have chosen to meet students' learning needs and the unit objectives that they support. Address the *technology that you use for instruction and that students use for learning*. You are expected to maximize use of instructional technology even though your cooperating teacher may seldom use it or not use it at all. See rubric III.E and III. F.

IV. Section IV: Analysis of Student Learning. Once you have completed the unit, analyze all of your assessments and determine your students' progress relative to the unit objectives. Attach one or more clearly labeled visual representations (e.g., tables, graphs, charts) that depict student performance on *both pre- and post assessments* (a) for the *entire class*, (b) for one selected *subgroup* (see Section II, A-G), and (c) for *at least two individual* students. (Note: Special education teachers or other teachers who may have difficulty in aggregating results for an entire class and/or subgroup may substitute analyses of the performance of additional individual students, at the discretion of the cooperating teacher and college supervisor.) For each visual representation, provide a *descriptive narrative* summarizing the analysis of student progress and achievement. Finally, *explain the ways* in which student grades (or other indicators of student performance) have been *assigned and recorded* as well as *how and to whom* these results (i.e., grades or other indicators) have been reported. See rubric IV. A, B, and C.

V. Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your teacher performance. In other words, in what ways did your instruction impact student learning? If you were to teach this unit again to the same group of students, what, if anything, would you do differently and why? The evaluation criteria for this section are found in rubric component V.

*Each section of this template is completely described above.

*Section numbers correspond to components of the associated scoring rubric for this project.

Clinical Practice Intern _____ Major _____

School _____

Grade level(s)/Subject area(s) _____

Dates of unit from _____ to _____ Number of lessons in unit _____

UWS Section I: Unit Topic or Title (from LRP)

UWS Section II: Contextual Factors (from LRP)

UWS Section III: Include your Unit Plan Here

UWS Section III, Part A.

Unit Objectives	Correlated Standards/Expectations
1.	
2.	
3.	
4.	
5.	

UWS Section III, Parts B and C: Describe and/or attach the assessments for each unit objective. Include descriptions of any necessary accommodations. For each assessment, include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights, and the like). Note: Attachments must be clearly labeled to indicate their relationship to the elements in the table below.

Assessments (III B)	Accommodations (III C)	Evaluation Criteria (III B)
Unit Objective 1:Pre-Assessment(s) Unit Objective 1:Post-Assessment(s) Unit Objective 1: Other Assessment(s)		
Unit Objective 2:Pre-Assessment(s) Unit Objective 2:Post- Assessment(s) Unit Objective 2: Other Assessment(s)		
Unit Objective 3:Pre-Assessment(s) Unit Objective 3:Post-Assessment(s) Unit Objective 3: Other Assessment(s)		
Unit Objective 4:Pre-Assessment(s) Unit Objective 4:Post-Assessment(s) Unit Objective 4: Other Assessment(s)		
Unit Objective 5:Pre-Assessment(s) Unit Objective 5:Post-Assessment(s) Unit Objective 5: Other Assessment(s)		

UWS Section III, Part D:

UWS Section III, Parts E and F:

Activities/Strategies/Materials/Resources/Technology	Unit Objective Number(s)

UWS Section IV: Analysis of Student Learning

UWS Section V: Reflection and Self-Assessment

College of Charleston
Teacher Education Program
Candidate Work Sample Rubric

Candidate Name: _____

School: _____

Date: _____

Candidate ID: _____

Grade: _____

Term: _____

College Supervisor: _____

CWS Title: _____

**Candidate ratings: 1, 2, 3, or NA*

CWS Component	NCATE STAND	CAND. RATING*	Criterion	Candidate Rating		
				1: Unacceptable	2: Acceptable	3: Target
I. Unit Topic/Title			Identification and sequence of instructional unit	Instructional content is not appropriately identified and/or sequenced.	Instructional content is appropriately identified and sequenced to meet student needs.	Instructional content addresses standards, can be integrated, shows logical progression and is appropriately sequenced to meet student needs.
II. A-G Contextual Factors Community, School, & Student Diversity	C.4.		A. Community and School Characteristics	Candidate does not use any of the student, community and school background information for instructional planning.	Candidate uses some student, community and school information background for instructional planning.	Candidate uses most of the student, community and school information for instructional planning.
	C.3.		B. Learning Differences	Candidate rarely/never displays awareness of this aspect of students' diversity to develop appropriate instruction for students, and/or never displays dispositions indicating students can learn. (rate each diversity criterion separately)	Candidate often displays awareness of this aspect of student diversity, to develop appropriate instruction for students, and/or displays dispositions indicating that students can learn. (rate each diversity criterion separately)	Candidate continuously displays awareness of this component of student diversity, adapts appropriate instruction for students, and/or displays dispositions indicating that students can learn. (rate each diversity criterion separately)
			C. Learning Styles			
			D. Cultural Linguistic Characteristics			
			E. Exceptionalities			
			F. Gender			
			G. SES			
III. A Unit Plan Objectives & Correlated Standards	B.2. D.1.		A. Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with unit objectives and standards or lack cognitive complexity.	Some unit objectives are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each unit objective is assessed through the assessment plan; assessments are congruent with learning goals, standards, and expectations in content and cognitive complexity.
III. B, C Unit Plan Pre and Post Assessments	D.1.		B. Multiple Assessment Modes and Approaches	Assessment plan does not include appropriate pre and post assessments for many unit objectives and/or does not include clear assessment criteria (i.e. described and/or attached and labeled are appropriate scoring rubrics, observation checklists, rating scales, item weights); technology is not used to store and manage student data.	Assessment plan includes appropriate pre and post assessments for most objectives and includes clear assessment criteria (i.e. described and/or attached and labeled are appropriate scoring rubrics, observation checklists, rating scales, item weights) for most unit objectives; technology is minimally used to store and manage student data.	Assessment plan includes appropriate pre and post assessments for each objective including clear assessment criteria (i.e. described and/or attached and labeled are appropriate scoring rubrics, observation checklists, rating scales, item weights); technology is used to store and manage student data; data are represented in graphical form.
	C.1. C.3.		C. Accommodations	Appropriate assessment accommodations are not provided for identified students.	Assessment accommodations are provided for identified students, but changes are needed to enhance student success.	Appropriate assessment accommodations are provided for identified students.

CWS Component	NCATE STAND	CAND. RATING	Criterion	Candidate Rating		
				1: Unacceptable	2: Acceptable	3: Target
III. D, E Unit Plan Data Analysis	C.2. D.1. D.2.		D. Pre-assessment Analysis and Instructional Decision Making	Pre-assessment data not used to plan instruction. Intern treats class as “one plan fits all” with no modifications.	Some pre-assessment data used to plan instruction and to address individual student needs. The instructional plans are not all based on the analysis of student learning, best practice, and/or contextual factors.	Pre-assessment data analyzed to make appropriate instructional decisions addressing individual student needs. Decisions informed by analysis of student learning, best practice, and/or contextual factors. Include explanation of why the decisions would improve student progress.
	C.1. D.3.		E. Congruence Between Accommodations and Learning Goals	Decisions for instruction lack congruence with learning goals.	Decisions for instruction are somewhat congruent with learning goals.	Decisions for instruction are congruent with learning goals.
III. F Unit Plan Activities, Strategies, Materials, Resources	B.2. B.3. C.1.		F. Resources and Technology	Curriculum planning includes methods and strategies that address content standards.	Curriculum planning includes methods and strategies that address content standards maximizing use of technology resources.	Curriculum planning includes methods and strategies that address content standards maximizing collaborative use of technology resources and tools.
IV. A-C Analysis of Student Learning	D.1.		A. Group, Subgroup & Individual Performance Data	Analysis of assessments does not measure students’ achievement of objectives. No visual representation of pre & post assessment data for identified sub-group(s) and individual student is provided.	Some analyses of pre and post assessments are done to determine students’ achievement of objectives. There is a visual representation of pre& post assessment data for identified sub-group(s) and individual student is provided	Pre and post assessment data is visually represented, clearly described and analyzed for the entire class, one subgroup and at least 2 individuals.
	D.2.		B. Assessment, Analysis & Student Progress	No analysis of class, subgroup and/or individual performance is conducted and analyzed in accordance with progress on unit objectives.	Some analysis of class, subgroup and/or individual performance is conducted and analyzed in accordance with progress on unit objectives.	Thorough analysis of class, subgroup and/or individual performance is conducted and analyzed in accordance with progress on unit objectives.
	D.1.		C. Student grade determination	Determination of student grades and/or performance is not explained	There is some explanation of how student grades were determined.	Determination of student grades and/or performance is thoroughly explained.
V. Reflection and Self-Assessment	C.2.		Reflection of teaching and student performance and their relation to teaching	No evidence of critical examination of how use of content and instructional strategies impacted student performance.	Some evidence of critical examination of how use of content and instructional strategies impacted student performance.	Evidence shows critical examination of how use of content & instructional strategies impacted student performance; reflection indicates realistic considerations for future teaching of unit with same student group.