GSE Assessment Fair 2012

Graduate Teacher Education Program
How can the work sample be a more authentic representation of the work that teachers do in monitoring student learning?
Data Collection Tools/Methods:

- Faculty Research on Work Sample Methodology (WSM)*
  - Lenski & Thieman: study of literacy content in secondary work samples
  - de la Cruz, Dyer, & Galloway: study of teacher candidates’ perceptions of the value of Work Sample components

* Complete citations available upon request
Data:
• Modest correlations between student teaching and work sample evaluations; not consistent across terms, however ($r$ ranges from .25 to .4)
• Candidates’ perceptions remain stable across terms
• Candidates don’t adequately incorporate literacy content into work samples

Analysis/Conclusions:
• Work sample development and assessment need to be more closely aligned with field experiences
• As content area specialists, GTEP faculty need to be more involved in the assessment of the work sample
Action steps:

• In 2011-12 Elementary GTEP is piloting a revised Work Sample process
  • A Work Sample Handbook was developed by elementary cohort leaders
  • Supervisors and instructors participated in a workshop about how to support work sample development and work sample assessment
  • More explicit instruction about assessment and data-driven decision making is incorporated into courses
  • Positive feedback from teacher candidates and supervisors after completing first work sample
Action steps in GTEP revision – ‘new’ program beginning in June, 2013:

- A proposal is being considered to adopt the revised Work Sample process for both Elementary and Secondary GTEP
- Coursework is more closely aligned with field experiences
- Course instructors to take a more active role in work sample development and assessment
- Secondary program is increasing credits for methods courses, and instructors will evaluate work samples instead of supervisors