CANDIDATE WORK SAMPLE 1

PE1 Pedagogy
Standards: Entry Supports the Following Standards
CA-SSU-LSEE.1.2: Demonstrate depth and breadth of pedagogical knowledge. [CA-SSU-PE.B, CA-TPE-1]

The Rationale: Write a rationale that clearly connects the selected entry with this PE. It is understood that there are a multitude of pedagogical strategies and methods for teaching. However, your rationale should clearly explain how the work sample is representative of your growing knowledge of teaching and learning strategies. A successful rationale would also include the benefits and reasoning behind the use of any particular strategy.

The Entry: Include a sample of your work (i.e. course assignment, reflection, peer observation, lesson plan, project, etc.) that provides evidence that you can teach in multiple ways. Your entry should highlight a variety of teaching methods/strategies that are consistent with learners’ needs and appropriate for the subject matter. Successful entries will reflect multiple perspectives and show your awareness of the importance of connecting the curriculum to learners’ lives.

PE2 Making Mathematics Accessible
Standards: Entry Supports the Following Standards
CA-SSU-LSEE.1.1: Demonstrate depth and breadth of content knowledge. [CA-SSU-PE.B, CA-TPE-1]
CA-SSU-LSEE.1.3: Demonstrate knowledge about and ability to design, implement and evaluate instructional practice and educational assessments responsive to the full range of individuals - social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities. [CA-SSU-PE.C, CA-TPE-1, CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9]

PE2: Demonstrate the ability to design, implement, and evaluate mathematical content and related assessments responsive to the full range of individuals - social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities in math.

When writing the rationale for this PE, the candidate must be sure to answer the following question:

How does this entry reveal your growing competence to plan, implement and assess math teaching and learning?

The Rationale: Curriculum is the intersection of content, pedagogy, knowledge of students and context for learning. Write a rationale that clearly connects the selected entry with this PE. Provide evidence of growing knowledge of curriculum applied to mathematics and elementary education. No rationale can successfully represent all your knowledge about math curriculum you will be asked to teach.
Instead, you are charged with writing a justification that makes the case that you possess sufficient competence to design, implement, and evaluate instructional practice and educational assessments for diverse students in mathematics.

**The Entry:** Include a sample of your work (i.e. course assignment, reflection, peer observation, lesson plan, project, etc.) that provides evidence that you have depth of content knowledge and curriculum development in math. Include a sample of your work that reveals your progress as a beginning teacher who knows a great deal about mathematics. Successful entries provide a reviewer with confidence that this work represents a sample of your breadth and depth of knowledge in these content areas.

**PE3 Making Science Accessible**

Standards: Entry Supports the Following Standards

CA-SSU-LSEE.1.1: Demonstrate depth and breadth of content knowledge. [CA-SSU-PE.B, CA-TPE-1]
CA-SSU-LSEE.1.3: Demonstrate knowledge about and ability to design, implement and evaluate instructional practice and educational assessments responsive to the full range of individuals • social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities. [CA-SSU-PE.C, CA-TPE-1, CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9]

PE 3: Demonstrate the ability to design, implement, and evaluate science content and related assessments responsive to the full range of individuals - social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities in science.

When writing the rationale for this PE, the candidate must be sure to answer the following question:

**How does this entry reveal your growing competence to plan, implement and assess science teaching and learning?**

**The Rationale:** Curriculum is the intersection of content, pedagogy, knowledge of students and context for learning. Write a rationale that clearly connects the selected entry with this PE. Provide evidence of growing knowledge of curriculum applied to science and elementary education. No rationale can successfully represent all your knowledge about science curriculum you will be asked to teach. Instead, you are charged with writing a justification that makes the case that you possess sufficient competence to design, implement, and evaluate instructional practice and educational assessments for diverse students in science.

**The Entry:** Include a sample of your work (i.e. course assignment, reflection, peer observation, lesson plan, project, etc.) that provides evidence that you have depth of content knowledge and curriculum development in science. Include a sample of your work that reveals your progress as a beginning teacher who knows a great deal.
about science. Successful entries provide a reviewer with confidence that this work represents a sample of your breadth and depth of knowledge in this content area.

**PE4 Learning Theory**

Standards: Entry Supports the Following Standards

CA-SSU-LSEE.1.5: Make decisions based on development and learning theory. [CA-SSU-PE.G, CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9]

**PE 4:** Demonstrate the ability to make decisions based on theories of development and learning.

When writing the rationale for this PE, the candidate may wish to answer the following questions:

**How do you use learning theory and your knowledge about children’s social, emotional and cognitive development to guide your teaching and student learning?** What learning theories resonate with your teaching beliefs? What theory of learning or development guided your teaching activities, the selection of educational resources or other aspects of the learning environment? How did you use an aspect of a learning theory to benefit a particular child, group of children or class to make decisions about learning and teaching?

**The Rationale:** Write a rationale that clearly connects the selected entry with this PE. It is understood that there are many theories of learning. In order for teaching to be successful, practice should be consistent with theories of learning and development. Explain how the work sample is evidence of learning theories guiding your teaching. No single entry can represent all your knowledge of learning theory. However, this rationale should make the case you have growing knowledge of developmental and learning theory as seen in the work sample. This rationale should include several learning tenets and or theorists who have informed your practice.

**The Entry:** Include a sample of your work (i.e. course assignment, reflection, peer observation, lesson plan, project, etc.) that provides evidence that you understand the relationship between theories of learning and development and teaching practices in elementary education. This PE requires a demonstration of your growing ability to apply developmental and learning theory to your teaching and student learning. Theories in education stress the need to consider many factors when planning and implementing curriculum. Successful entries illustrate the ability to design curriculum for a specific group of students that takes learning theory(s) into account.

**PE5 Multiple Perspectives**

Standards: Entry Supports the Following Standards
CA-SSU-LSEE.1.3: Demonstrate knowledge about and ability to design, implement and evaluate instructional practice and educational assessments responsive to the full range of individuals • social, linguistic, cultural and ethnic diversity and/or physical and learning disabilities. [CA-SSU-PE.C, CA-TPE-1, CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9]

CA-SSU-LSEE.1.4: Develop and promote a global, multicultural perspective based on an understanding of how individuals are differently positioned in terms of knowledge, power, identity, race, gender and privilege. [CA-SSU-PE.E, CA-TPE-2, CA-TPE-3, CA-TPE-8, CA-TPE-9, CA-TPE-10, CA-TPE-11]

PE 5: Demonstrate the ability to develop a classroom environment and curriculum that promotes a global, multicultural perspective based on an understanding of how individuals are differently positioned in terms of knowledge, power, identity, race, gender and privilege.

When writing the rationale for this PE, the candidate should answer the following questions:

**How do you get to know your students and develop teaching and assessment strategies that reflect their different social and cultural interests and needs?**

**How do you develop and/or adapt curriculum to teach from multiple perspectives for equity and social justice?**

**The Rationale:** Write a rationale that clearly connects the selected entry with this PE. Explain what you do to learn about your students, how you assess their prior knowledge, funds of knowledge or home literacies? The rationale might focus on how you get to know your students’ families and interact with parents, what strategies you adopt to meet the needs of students from different cultural backgrounds, and how you choose curricula that reflect multiple knowledge perspectives, equity and social justice. Successful rationales explain how the work sample reveals the power of student identity as a vital factor in student success--or lack of it.

**The Entry:** Include a sample of your work (i.e. course assignment, reflection, peer observation, lesson plan, project, etc.) that provides evidence of your understanding that student identities influence school experiences. This PE requires a demonstration of your growing knowledge and ability to act on key values including but not limited to social justice, anti-bias principles, and democratic practices.

**PE6 Technology**

Standards: Entry Supports the Following Standards
CA-SSU-LSEE.1.6: Use technology to enhance and support active, authentic learning. [CA-SSU-PE.J, CA-TPE-4, CA-TPE-5, CA-TPE-6, CA-TPE-7, CA-TPE-8, CA-TPE-9, CA-TPE-10, CA-TPE-11]

**PE 6:** Use technology to enhance and support active, authentic learning.
When writing the rationale for this PE, the candidate must be sure to answer the following questions:

**How has your knowledge of technology expanded during this semester?**
**In your opinion, why is it important to assist all learners in becoming technologically literate?**
**In your opinion, what are the challenges and questions concerning technology and education?**

**The Rationale:** Write a rationale that clearly connects knowledge and use of technology to enhance and support authentic teaching and learning.

**Culminating Reflection**
Standards: Entry Supports the Following Standards

CA-SSU-LSEE.1.R: Demonstrate growth over time in developing as a professional through reflection.

**Reflection of Personal and Professional Growth**
In the following reflection, discuss your growth over time in developing as a well-qualified educator.

When writing your reflection, be sure to address all of the following questions:

1. **How are you prepared for your upcoming semester as a full-time student teacher?**
2. **What have you done to prepare yourself to be a confident and successful student teacher?**
3. **How do the artifacts presented give evidence of your growth as a teacher?**
4. **What are your unique strengths and skills as a teacher?**
5. **Consider the California Standards for the Teaching Profession and the Multiple Subject Teaching Performance Expectations when you respond the above prompts.**

The faculty has designed this reflection to assist you in formulating personal and professional high expectations for your teacher preparation. This is the same sort of process that we hope to see you echo in your placement classroom with your own students.

**DIRECTIONS:** Review the work entries and rationales included in this portfolio. Develop a culminating reflection explaining how these artifacts demonstrate your personal and professional growth as a successful student and beginning teacher. Effective culminating reflections tie all the work entries and rationales together and make a case for your growing knowledge as a beginning teacher. Clearly
demonstrate that you are prepared to proceed to Phase II of the program and full time student teaching. Specifically highlight your unique strengths as a teacher candidate. Successful rationales are well written, in Standard English, coherent, meaningful, and well-organized.