**Teacher Work Sample – Fall 2023/Spring 2024**

**Guidelines and Directions**

As a classroom teacher, you will probably ask yourself, “Do I really make an impact on my students’ learning?” Even if this question never enters your mind, some parents or administrators may ask themselves similar questions about you. Regardless of audience or their reason for asking the question, the *Teacher Work Sample* (TWS) will give you the direct evidence you need to demonstrate your ability to assess and improve student outcomes.

A *Teacher Work Sample* is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher’s ability to:

1. Analyze student data and assessments to determine learning needs

2. Design and develop standards-based instruction that meets student needs

3. Assess student learning prior to and during instruction and at the end of the unit

4. Reflect on the teaching and learning process and identify ways to grow and develop

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship:

**1. Contextual Factors**

**2. Unit Objectives**

**3. Assessment Plan**

**4. Design for Instruction**

**5. Instructional Decision Making**

**6. Analysis of Student Learning**

**7. Evaluation and Reflection**

Use of these components will help you identify your students’ characteristics and needs, develop learning objectives, (both unit and instructional) decide how you will assess your students’ learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students’ learning outcomes.

**Directions:**

Complete the seven components of the *Teacher Work Sample* described in this document as you plan, teach, and assess your instructional unit. After all seven components have been completed, upload the TWS and all required attachments into the *Task Stream* document template according to topic (Contextual Factors, Unit Objectives, etc.). Submit a hard copy of the TWS to your college supervisor. Submission date(s) will be given to you by your College Supervisor.

**Contextual Factors**

**TWS Standard**

***The teacher uses information about the learning-teaching context and individual student differences to set unit objectives and plan instruction and assessment.***

**Task**

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **(1)**  **District and School Factors** | * **Describe** geographic location, community and school population, socio-economic profile and race/ethnicity. |
| **(2)**  **Student Characteristics (for the class where the unit will be taught)** | * **Describe** student characteristics inherent to designing instruction and assessing learning. Factors include age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, learning styles/modalities. |
| **(3)**  **Classroom Features (where the unit will be taught)** | * **Describe** physical features, grouping, patterns, scheduling, available technology and classroom arrangement while the TWS will be taught. |
| **(4)**  **Implications for Instructional Planning** | * Include specific instructional implications for **at least two characteristics** and any other factors that will influence planning and implementation of the unit. (See #2 above.) |
| **(5)**  **Communication with Families** | * **Describe at least three (3)** ways you as a classroom teacher and/or the school communicate with families. (Hint: include websites, open houses, etc.) * Use a chart that lists the means of communication and explain how the means of communication could benefit the students. |

**Unit Objectives**

**TWS Standard**

***The teacher sets significant, challenging, varied, and appropriate learning objectives for the unit.***

**Task**

Provide and justify the learning objectives for the unit.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **(1)**  **List the learning objectives that will guide the planning, delivery, and assessment of the unit.** | * **Define** what you expect students to know and be able to do at the end of the unit. * The objectives are to be significant, challenging, varied, and appropriate. * **Number or code** each learning objective for future reference. |
| **(2)**  **Describe how the unit objectives are aligned with local, state, or national standards.** | * **Identify** the source(s) of the standards. |

**Assessment Plan**

**TWS Standard**

***The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction****.*

**Task**

Design a pre and post assessment plan to monitor student progress toward learning objective(s). Use multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why the assessments are appropriate for measuring learning.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **(1)**  **Provide an overview of the assessment plan.** | For each learning objective **include**:   * **assessments** used to measure student performance including formative assessments used between pre and post assessments * copies of assessments, prompts, and /or student directions and criteria for measuring student performance (i.e., scoring rubrics, observation checklist, rating scales). * Use an outline or other means to make the plan clear. |
| **(2)**  **Assessment Adaptations** | * **Include** copies of assessments, prompts, and/or student directions and criteria for judging student performance (i.e., scoring rubrics, observation checklist). * Based on the contextual factors of the class, describe the adaptations of the pre and post assessments required to meet the individual needs of student or students. |

**Design for Instruction**

**TWS Standard**

***The teacher designs instruction for specific unit objectives, student characteristics and needs, and learning contexts****.*

**Task**

Describe how the design of the instruction is related to unit objectives, students’ characteristics and needs, and the specific learning context.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **(1)**  **Results of Pre-Assessment** | After administering the pre-assessment, **analyze** student performance *relative to the objectives of the unit.*   * **Depict** the results of the pre-assessment in a format that can determine patterns of student performance relative to each learning objective. * **Use a table, graph, or chart**. * **List** misconceptions students may have about the unit of instruction |
| **(2)**  **Unit Overview** | * Provide an **overview** of the unit using a **visual organizer** such as a block plan or outline to make the unit plan clear. * **Include** the topic or strategy/technique planned for each day/period. * **Indicate** the objective or objectives (coded from the Unit Objectives section) that are addressed in each strategy/technique. * Make sure that every objective is addressed by at least one strategy/technique and that every strategy/technique relates to at least one objective. |
| **(3)**  **Instructional Strategy/ Techniques** | * **Describe** a variety of instructional strategies/techniques and explain why those specific activities were planned. * In the explanation for each strategy/technique, **include**: * how the content relates to the unit objective(s) * how the strategy/technique stems from the pre-assessment information and contextual factors * what materials/technology are needed to implement the strategy/technique. |
| **(4)**  **Use of Available Technology** | * **Describe** how technology will be utilized to enhance student learning in this unit **OR** proposea description of what technology would enhance student learningin this unit if technology is not available in the school. |

**Instructional Decision-Making**

**TWS Standard**

**The teacher uses on-going analysis of student learning to make instructional decisions.**

**Task**

Provide examples of instructional decision-making based on lack of students’ learning or responses.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **(1)**  **Modification(s) of Original Instructional Design** | Recall a time during the unit when a student’s learning or response required a modification(s) of the original design for instruction.   * **Describe** the student learning or response that required a revision of the plan. * **Describe** revisions necessary to improve student progress toward the unit learning objective(s). |

**Analysis of Student Learning**

**TWS Standard**

***The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.***

**Task**

Analyze the assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning objectives. Use visual representations and narrative to communicate the performance of the whole class and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **Whole Class** | * To analyze the progress of the whole class, **create a table** that shows pre- and post-assessment data on every student on every learning objective. * **Create a graphic summary** that shows the extent to which the students made progress (from pre- to post-) toward the learning criterion that was identified for each learning objective (identified in the Assessment Plan section). * **Summarize** what the graph reports about the students' learning in this unit (i.e., the number of students meeting the criteria). |
| **Individuals** | * **Select** two students who demonstrated a poor level of performance on the post assessment * Using pre, formative, and post assessment data with examples of students’ work, determine theextent to which these students attained the learning objectives and propose a plan of remediation for these students. |

**Reflection and Self-Evaluation**

**TWS Standard**

***The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice****.*

**Task**

Reflect on the performance as a teacher and link the performance to student learning results. Evaluate the performance and identify future actions for improved practice and professional growth. Refer to the results recorded in “Analysis of Student Learning” to assist you in completing this section.

**Prompt**

In the discussion, **BE SURE** to address:

|  |  |
| --- | --- |
| **Topics to be Addressed in Discussion** | **Key Point Checklist** |
| **(1)**  **Student Success** | * **Select** the unit objective where your students were most successful. * **Provide** at least two possible reasons for this success. (Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors under your control.) |
| **(2)**  **Student Difficulty** | * **Select** the learning objective where the students were least successful. * **Provide** at leasttwo possible reasons for this lack of success. (Consider the objectives, instruction, and assessment along with student characteristics and other contextual factors.) * **Discuss** what could be done differently or better in the future to improve the students’ performance. |
| **(3)**  **Professional Development** | * **Describe** at least two professional learning goals that emerged from the insights and experiences with the TWS. * **Identify** two specific steps necessary to improve performance in the critical area(s) identified. |

**Please note: Before you upload your TWS into TaskStream and turn in your hard copy to your College Supervisor, check out ALL of CONVENTIONS on the TWS Rubric. There are SIX CONVENTIONS on which you will be graded. You do not want to loose points for these items!**

*Revised August 2016*

Taken from: *The Renaissance Partnership for Improving Teacher Quality Project*

8/26/15