

## **Secondary Teacher Work Sample (TWS)**

**As required for licensure by the Colorado Department of Education**

**TWS:** A formally written document that demonstrates your ability to plan, teach, assess, and reflect upon and evaluate your teaching, as well as utilize data to drive instruction.

### **Purpose:**

As a student teacher, you must complete a Teacher Work Sample (TWS). The purpose of the TWS is to connect your teaching to the learning of your students. The TWS enables the student teacher to document the application of knowledge and skills to teaching and to analyze and reflect upon both the teaching and learning that occurs. Each TWS contains specific segments that are required components, and each student teacher is responsible for preparing the TWS as evidence of professional competence. Ultimately, the TWS is reviewed holistically by your student teaching supervisor and is part of your student teaching evaluation.

### **General Directions:**

1. All responses must be created in Microsoft Word and limited to the space constraints (word count) provided.
2. Present the complete TWS in a clear, organized manner. Please use a three-hole binder with pockets to organize the TWS. Be sure to use tabs to separate each required section; the tabs should be labeled with the appropriate section number that corresponds with the Table of Contents.
3. Place the TWS rubric in the inside front pocket of the binder
4. Each page in the TWS must be 8 1/2 x 11.
5. Create a title page for your TWS that indicates your name, address, phone number, and e-mail address; also indicate the subject taught, grade level, school in which you are placed and the school's address.
6. As part of the TWS you are required to include examples of student work. If this work is bigger than an 8 1/2 by 11 paper, or if it's three dimensional, you can use a digital camera to take photos of the work. In addition, you may need or want to include photos of student projects or student presentations. If you use such examples, please make sure to place the images on an 8 1/2 x 11 paper, with an appropriate caption for each item.

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(Insert the following after Tab 1)

## Introduction

### **Context Description and Analysis**

Your narrative should describe the following aspects of the community, district, school, and class that can influence teaching and learning:

- grade levels(s)
- ages
- number of students
- gender distribution
- number of children in special populations (e.g. ESL, IEP, ILP, TAG)
- number of students who are unusually demanding of time and/or energy and who are not described previously (e.g. disruptive, withdrawn, dependent)
- diversity (language, developmental, cultural)
- time available to teach
- socioeconomic status (consult building principal/counselors)
- setting (room organization, equipment availability, supplies),
- availability of help (specialists, instructional assistants, parents, older students, peers)

Your narrative should describe how the demographics might influence your planning for differentiation and addressing language diversity. In addition, you might pose questions that you might encounter during the teaching of this unit.

(The following resources might be helpful in supporting your analysis:

*CSAP data* [[www.cde.state.co.us/cdeassess/documents/csap/csap\\_disag.html](http://www.cde.state.co.us/cdeassess/documents/csap/csap_disag.html)];

*Census data* [[http://factfinder.census.gov/home/saff/main.html?\\_lang=en&\\_ts=](http://factfinder.census.gov/home/saff/main.html?_lang=en&_ts=) ]

### **Rationale**

The rationale is your reason for teaching this unit of study. Provide a narrative description of *what* you will teach, *how* you will teach it and a rationale for both.

Include:

- What is the importance of the topic to be studied?
- Why have you chosen to teach this unit of study?
- How does it fit into the grade level curriculum?
- How does the material align with the larger goals for instruction in this subject?
- What is the relevance of the topic to your students?
- Include reference to students' previous experiences and developmental levels.
- What teaching strategies (demonstrating evidence of effective research-based methods) will you use?

(limit entire tab one to 2- 3 pages)

(Insert the following after Tab 2)

**Scope and Sequence of Lessons:**

Begin by listing the measurable objectives that should be achieved from the topic of study as a whole. Then list the sequence and titles of all lessons (**minimum of five**). Include at least two specific bullets that give a sense of each lesson's objectives and tasks. The Scope and Sequence can be done in outline form, concept map, or format of your choosing, approved by your supervisor.

Example:

1. Unit Objectives
  - A. Students will create a diagram of open and closed circuits.
  - B. Students will write a persuasive essay convincing homeowners to utilize one or the other.
  - C. Etc...
2. Lesson Scope and Sequence
  - A. Lesson One: Introduction
    - i. Objective 1
    - ii. Objective 2
    - iii. Etc...
    - iv. Description of student task(s)
    - v. Assessment strategy/method
  - B. Lesson Two: Circuits
    - i. Objective 1
    - ii. Objective 2
    - iii. Etc...
    - iv. Description of student task(s)
    - v. Assessment strategy/method
  - C. (Repeat for all 5 lessons)

3. Selected Lesson Plans

Choose any **two lessons** from those listed in your scope and sequence section. Write your lessons in accordance with your supervisor's directions. The lesson plans should be formal and must include:

- A. Colorado State Standards (District standards should be included if your district requires teachers to use them on lesson plans.)
- B. Lesson objectives
- C. Materials
- D. Informal/formal diagnostic and/or formative embedded assessment
- E. Accommodations for differentiation. (These accommodations will be based on factors listed in your Context Description found after Tab 1 in your introduction).

**Note:** Your supervisor must observe one of the two formal lessons.

(Insert the following after Tab 3)

**Student Assessments:**

Keep in mind that the purpose of the assessment is to inform you on how well students are learning based on your objectives. Thus, you may find that results of a pre-test will change the lesson you designed. (You will be able to describe changes tab 5.) In addition, the results of daily diagnostic and formative assessments may also influence what you teach the next day. We are trying to get you to think beyond, “that went well today.”

1. *Pre-Post Assessment.* You should include a copy of your pre and post unit assessment. Include a brief rationale of how the pre-post assessment addresses your unit objectives.
2. Write a brief description of the informal and formative assessments used throughout the unit. Include, if applicable, a description and/or chart describing any embedded assessments. If a performance assessment is used, please include a description of the tasks performed by students.

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(Insert the following after Tab 4)

**Examples of Student Learning:**

Choose THREE students’ assignments from the same lesson. The students you choose should depict the varied abilities represented in your classroom population as described in the Context Section (Tab1).

- Each assignment selected must be preceded by an explanation of why it is included. Note: Identify students by subpopulation description. (Limit 200 words for each student.)

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(Insert the following after Tab 5)

**Summary of Learning:**

Create a graph that documents the learning gains made by each individual student as identified by student number. Use your pre- and post-assessment data for each student separately to document learning. Match each student’s score on the pre-assessment to the score on the post-assessment, so that you know “who did what.”

Create a second and third visual that documents the learning of two subgroups. For example: students on an IEP versus students not on an IEP; ELL versus non-ELL, visual learners versus kinesthetic learners, gifted versus non-gifted, male versus female, etc... Also indicate:

- Class mean for pre/post assessments.
- Mean for each subpopulation.

*The pre- and post-assessment data and the examples of student work that are included in the TWS must be drawn from the same class.*

**(Insert the following after Tab 6)**

**Evaluative Commentary:**

In light of the post-assessment of your unit, what conclusions can you offer regarding the learning that occurred? Include:

- Why did the successful learners achieve as they did? Cite your evidence.
- Why did the less-successful learners have problems? Cite your evidence.
- Analyze your data of the subpopulations. Refer to your graph in Summary of Learning (Tab 5).
- What changes, if any should be made regarding the types of assessments that you used?
- What informal/formal assessments did you conduct and what did you discover?
  - Diagnostic
  - Formative
  - Summative
- What changes would you make if you taught the same unit again?

(Limit 500 words)

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**(Insert the following after Tab 7)**

**Reflective Commentary:**

Based upon your analysis of this teaching/learning experience, what have you learned about your teaching? Include:

- What went well? Why?
- What changes would you make if you teach this topic again?
- What are your strengths as a teacher?
- What areas (e.g. content, instruction, classroom management) do you need to work on to become a more effective teacher?
- Are you addressing the needs of the sub-populations in your classroom?
- How will you change your performance as a teacher to increase your effectiveness?

(Limit 400 words)

## Teacher Work Sample Rubric

Name of Student: \_\_\_\_\_

Number/Title of Course: **ED 401/501 Student Teaching**

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

### Scoring Scale

1 (NC) Beginning	2 (D) Developing	3 (C) Proficient	4 (B) Highly Proficient	5 (A) Advanced
The Teacher Work Sample indicates that the candidate demonstrates a beginning level of planning, assessment, and documentation of student and teaching performances.		The Teacher Work Sample indicates that the candidate demonstrates planning, assessment, and documentation of at least five interrelated standards-based lessons; reflective summary evaluates student and teacher performances		The Teacher Work Sample indicates that the candidate demonstrates thorough planning, assessment, and documentation of at least five interrelated standards-based lessons; reflective summary comprehensively evaluates student and teacher performances

Comments:

Note: If a TWS receives an evaluation of less than “proficient,” its revision must be submitted to the supervisor within three days of its receipt.

When submitting the Teacher Work Sample, please clip this rubric to the title page of your TWS.  
Thank you