

Teacher Work Sample

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 it 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. Each page in the TWS must be 8 1/2 x 11.
3. Use photos (if necessary, borrow the Education Department's digital camera) to present three-dimensional projects, charts, and/or materials; mount them on 8 1/2 x 11 paper and provide an appropriate caption for each item.
4. 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.
5. Present the complete TWS in a clear, organized manner. Please use a three-hole binder or an appropriate folder/report cover 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.
6. Clip the TWS rubric to the title page.

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Introduction

Context description:

Describes the aspects of the community, district, school, and class that can influence teaching and learning. Include:

- 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of students who are unusually demanding of time and/or energy and who are not described previously (e.g. disruptive, withdrawn, dependent)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
- setting (room organization, equipment availability, supplies),
- availability of help (specialists, instructional assistants, parents, older students, peers)

(Limit 350 words)

Rationale:

Provide a narrative description of what you will teach. 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.

(Limit 350 words)

(Insert after Tab 2)

Assessments:

1. Pre-assessment:

Create a pre-assessment instrument to survey the student knowledge and understanding of the content you will teach. Include:

- Why you chose this form of assessment
 - How you will use the pre-assessment results to guide your planning and instruction
- (Limit 200 words)

2. Embedded Assessment:

You must determine student knowledge and understanding during instruction.

- Explain how you will go beyond listening, observing, and discussing in order to determine on-going student understanding during instruction. This might include: running records, anecdotal evidence, check lists.
- Specifically, how will you require students to demonstrate their understanding during instruction?

(Limit 200 words)

3. Post-assessment: Reflection and action plan for utilizing the assessment results

The post-assessment instrument will be identical to the pre-assessment instrument.

- After you have compiled the post assessment data for the one lesson, describe how will you structure your teaching of the next planned lesson.
- Include strategies to demonstrate flexible grouping that will provide the opportunity for acceleration and remediation.

(Limit 200 words)

Include pre/post-assessment instrument

(Insert after Tab 3)

Scope and Sequence of Lessons:

- List in outline form, the sequence and titles of all lessons (**minimum of five**). As modeled in the example below, include at least two specific bullets that give a sense of each lesson's content.

Example:

- A. Lesson One: Introduction
 - 1. Read "Shocked!"
 - 2. KWL chart
- B. Lesson Two: Circuits
 - 1. Closed circuit
 - 2. Open circuit
- C. Etc.

- Selected Lesson Plans

Choose any **five lessons** from those listed in the scope and sequence section to complete in the prescribed lesson plan format.

(Insert 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.

- Each assignment selected must be preceded by an explanation of why it is included. Note: Identify students by first name; add last initial if duplicate first names occur in your class. (Limit 200 words for each student.)
-

(Insert after Tab 5)

Summary of Learning:

Create a graph that documents the learning gains made by each individual student; indicate both the pre- and post-assessment data for each student. *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 after Tab 6)

Evaluative Commentary:

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

- Why did the successful learners achieve as they did?
- Why did the less-successful learners have problems?
- What changes, if any should be made regarding the types of assessments that you used?
- What learning occurred beyond the scope of your assessment procedure?
- How should the conclusions you have reached about the learning that occurred be used to guide further instruction?

(Limit 350 words)

(Insert 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 unit 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?
- How will you change your performance as a teacher to increase your effectiveness?

(Limit 350 words)