

## **TEACHER WORK SAMPLE (TWS)**

### **ELED 457 – Capstone Class**

#### **Goals:**

*The Teacher Work Sample (TWS) provides a written record of the ways the student teacher:*

- designs and implements standards-based instruction. (ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, and 3.5) (INTASC: 1, 3, 4, 5, 6, 7 and 10)
- plans lessons based on the needs and prior experiences of the students. (ACEI: 1.0, 3.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3 and 3.5) (INTASC: 1, 2, 3, 4, 5, 6, 7 and 10)
- adapts instruction to diverse learners. (ACEI: 3.2 and 5.4) (INTASC: 3, 7 and 10)
- assesses **and** interprets student learning based on prior level of knowledge and explains learning gains or lack of gains. (ACEI: 4.0) (INTASC: 2, 7 and 8)
- reflects on the teaching and learning process and considers strengths and modifications to make in the future. (ACEI: 4.0 and 5.1) (INTASC: 9)
- becomes a member of the education community. (ACEI: 5.4) (INTASC: 10)

#### **TWS Assignment:**

**Directions** (Do not include any names other than your own).

1. **Plan and teach** a **five-day** unit in content areas such as reading/writing skills, math, science, social studies, or health (**not** spelling or handwriting). (ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.3 and 3.4) (INTASC: 1, 2, 3, 4, 5, 6, 7, and 10)
2. **Identify and write out the Indiana Academic Standards** that match the objectives of lesson plans. (ACEI: 3.1, 3.2, 4.0 and 5.1) (INTASC: 8 and 9)
3. **Create an assessment plan.** (ACEI: 4.0) (INTASC: 8)
  - Administer a Pre and Post Test
  - Pre and Post Tests should be the same
  - Design your own teacher-made rubric for one of the 5 lessons
4. **Select two students** to monitor during the five days.
5. **Analyze student learning of all participants.** (ACEI: 1.0, 3.1, 3.2, 3.4, and 4.0) (INTASC: 1, 2, 3, 7, 10)
6. **Reflect** upon and **evaluate** your teaching as related to student learning. (ACEI: 5.1) (INTASC: 9)
7. **Incorporate technology.** (ACEI: 3.4 and 3.5) (INTASC: 6)
8. **Submit Pre and Post Test results** on a provided Excel database.
9. **Submit the work completed by the two students** (Student A and Student B).
10. **Submit a completed written commentary to TK20** by a preset date. (ACEI: 5.1) (INTASC: 9)

## **ADDITIONAL DETAILS ABOUT THE ABOVE TEN REQUIREMENTS:**

### ***1. Plan and teach a five-day unit of learning:***

- **Plan and teach this unit during the first 8 weeks!**
- Plan meaningful tasks that engage students in higher levels of thinking.
- Think in terms of Blooms Taxonomy, gathering data, drawing inferences and conclusions, making generalizations, distinguishing fact and opinion, comparing and contrasting, decision making, problem solving, supporting a position, analyzing, visual analysis, working in groups or with partners, interpersonal relationships, graphic organizers, KWL, think-pair-share, Venn diagrams, plus many others!
- The planning and activities that build on each other and are responsive to students' learning needs is the basis for effective instruction to help students develop conceptual understanding.
- The lesson plan accommodates student learning needs and interests and allows for instructional adjustments.
- Write 5 lesson plans in the S-O-L-A format (**Standards, Objectives, Lesson Procedure, Assessment**). Enough detail should be included to inform the reader of strategies, activities, materials, and resources.
- **Work with your classroom supervisor to determine the unit's focus that fits with curriculum needs.**
- The unit will have five lesson plans.
- **Plan to give a Pretest on the first day and a Posttest on the fifth day.**  
Be certain to include a rationale and goal in your lesson plan for these tests. In your reflections about the tests include information that tells if you reached your goal/rationale.
- On one of the days, prepare a teacher-made rubric (your design—not from a textbook) for formative or summative assessment.

### ***2. Identify and write out the Indiana Academic Standards:***

- Each lesson must have the Academic Standards that match the objectives for the lesson. Write them: K.7.4 Recite short poems, rhymes, and songs.

### ***3. Create an assessment plan:***

- Use some form of assessment (formative, summative, reflective) daily as a tool to assess student learning and the need to modify lessons for students A & B and/or the entire group.
- The assessment (Pretest) on day one should be used to determine the selection of two students you will monitor during the five days.
- List the type of assessment/student work you will use in your lesson plan (formative and/or summative). Note if it is from a printed source and include the name and page (i.e., Scott-Foresman, math assessment, pg. 34). Attach the teacher-made rubric to the lesson plan where it was used.
- **Remember to save test scores (pre and post tests) for ALL students** so that they may be entered to the Excel Spreadsheet at the end of the unit.

### ***4. Select two students to monitor during the five days:***

- After grading the pretest, select two students to monitor during the remaining four days. They may be similar in learning styles but have different needs. One may have lower ability and the other may have average or higher abilities. Each day you will look at their work to determine if some adjustments need to be made for them. Perhaps one needs to be challenged. Maybe both need some adjustments for the next lesson. You may need to make seating adjustments.
- All students will be involved and grades will be kept for all students, but only the work for Students A & B will be submitted along with your TWS.

**5. Analyze student learning of all participants:**

- Look at the results of the pretest, daily work, or the results of your rubric assignment/activity. Do you need to reteach something? Should you change what you plan to do the next day? What do you need to do to assist Students A or B or others in the group?
- Grade all student work and communicate to the students the results of their work.
- Analyze your tests or rubrics (formative, summative) to determine where there may be some weak areas or misunderstandings on the part of the students.
- Include data that show percentages of growth or loss of growth, give numbers, compare, identify areas to reteach, what was successful, what wasn't, etc.
- Discuss the progress of Students A & B.

**6. Reflect and evaluate your teaching as related to student learning, teaching strategies, planning, and other factors related to the unit:**

- Don't be satisfied and think the unit and all lesson plans were perfect. What might have worked better? What didn't you take into consideration? What will you do differently next time? Why didn't learning improve as you thought it would? What factors kept it from being successful? These and other questions should be considered when you reflect. Be honest with yourself.

**7. Incorporate technology:**

- Plan not to only use an overhead projector for every lesson. Utilize technology to create materials or lessons, involve student use of technology. Be creative and use materials available to you.

**8. Submit Pre and Post Test results:**

- You will be sent an attachment (Excel Spreadsheet) through Blackboard to submit your pre and post test results.
- Type your name on the line that says "course", name of unit on 2<sup>nd</sup> line, and grade level on 3<sup>rd</sup> line.
- Save it with your first initial and last name (e.g., S. Watkins)
- Read the direction box at the bottom of the page.
- Assign student names a number on the spreadsheet.
- Put the percentage correct OR points of students' pre and post test results. Do not use A, B, C, etc.
- After scores are entered click enter and the spreadsheet will automatically provide the needed results of student learning.
- **WHEN SCORES OF ALL STUDENTS ARE ENTERED**, email the spreadsheet to your ELED 457 course instructor. It should be titled with your name (see above).

**9. Submit the work completed by Students A & B:**

- **Scan and email** the work of Students A & B to your instructor. There should be no more than 5 papers each (if a paper was completed each day).
- The work should indicate that it was graded or have comments about the work.
- If work was something other than paper to be copied, snapshots of the work can be included.
- Remember—no names should be evident on the papers. Black them out and write Student A or Student B.

**10. Submit a corrected, written commentary to TK20 by a preset date:**

- A course timeline of due dates is posted on your Blackboard site.
- Sections of the paper are submitted throughout the semester.
- Make all necessary corrections and submit the final paper to TK20 to be assessed.
- Written commentary should include all sections of the paper. Each section should not be sent as an attachment. All sections will flow as one completed paper.

## TEACHER WORK SAMPLE GRADING:

**It is your responsibility to follow all guidelines and meet all required deadlines.**

1. Failure to submit the TWS at the assigned dates and times will automatically result in a lower grade.
2. Changes to the TWS cannot be made after submission without penalty.
3. Points will be deducted for exceeding the required number of pages in each section.
4. Copy and paste of written lesson components from one lesson to another will result in a lower grade (i.e. accommodations, assessments, feedback, etc. must be customized for each lesson).
5. Excessive grammar, punctuation and spelling errors may require rewriting or may result in a lower grade.
6. The final grade for the course will cover all work during the semester. The grade points are determined as follows:

30%	Four assignments
10%	Professional Expectations
60%	Final submission of the complete Teacher Work Sample

### Grades:

A+ 98.1%-100%	B+ 88.1%-90%	C+ 78.1-80%
A 93%-98%	B 83%-88%	C 73%-78%
A- 90.1%-92.99%	B- 80.1%-82.99%	C- 70.1%-72.99%

## The Teacher Work Sample

The following pages are the sections and directions to the written commentaries that will be submitted this semester.

## TEACHER WORK SAMPLE CLASS PROFILE FORM

(Complete this form describing your current classroom)

**TWS:** Content Area: \_\_\_\_\_ Unit Name \_\_\_\_\_

**Class that is the focus of the TWS:**

Class minutes/day: \_\_\_\_\_ Class minutes/week: \_\_\_\_\_

Grade level of your classroom: pre-k 1 2 3 4 5 6 7 8 9 10 11 12

**Composition of your class:**

_____ Number of boys	_____ % Black
_____ Number of girls	_____ % Hispanic
_____ Number of bilingual students	_____ % White
_____ Number of students identified as	_____ % Asian/Pacific Islander
_____ Special education students	_____ % Biracial

Ability grouping: \_\_\_\_\_ heterogeneous \_\_\_\_\_ homogeneous (\_\_\_\_ advanced, \_\_\_\_ average, \_\_\_\_ general)

Number of other adults in the room during TWS instruction: \_\_\_\_\_

**Community:** \_\_\_\_\_ Rural \_\_\_\_\_ Suburban \_\_\_\_\_ Urban \_\_\_\_\_ Other

\_\_\_\_\_ Mostly affluent families \_\_\_\_\_ Mostly upper middle-class families

\_\_\_\_\_ Mostly lower middle-class families \_\_\_\_\_ Significant number of families at or near the poverty line

\_\_\_\_\_ Mixture of economic statuses (*Describe*) \_\_\_\_\_

**School:** \_\_\_\_\_ Pre-K \_\_\_\_\_ Elementary \_\_\_\_\_ Middle or Junior High \_\_\_\_\_ High School \_\_\_\_\_ Other

Total number of students in the school \_\_\_\_\_ Public \_\_\_\_\_ Private

**Your Teaching Assignment:**

\_\_\_\_\_ Self-contained (most or all subjects taught)  
\_\_\_\_\_ Interdisciplinary team  
\_\_\_\_\_ Departmentalized and interdisciplinary  
\_\_\_\_\_ Other \_\_\_\_\_

## SECTION II: COMMENTARY ON THE LEARNING COMMUNITY

2-3 Pages

Single-spaced

12 point font

Write a commentary that sets the context for instruction in terms of the community, the class, and the students in the class. In the commentary, please respond to the following prompts.

You may wish to check out your school data on the Indiana Department of Education's (IDOE) website.

- ✓ Describe the composition of your class, the school, and the type of community from which your students come.  
(Composition of your class may include information about special needs or IEPs, gifted behaviors, modifications for students' needs, achievement/developmental levels, students' skill levels, culture, language, interests, learning styles, etc.)
- ✓ Describe the ways in which you help your students develop positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas and self-reflection).
- ✓ Describe the ways in which you help your students develop positive aspects of character (e.g., caring, honesty, fairness, responsibility and respect for self and others).
- ✓ Describe how you provide students with opportunities to understand and appreciate the diverse culture(s) and diverse perspectives of others.

## SECTION III. DESCRIPTORS FOR STUDENTS A AND STUDENT B

2 Pages

Single-spaced

12 point font

Provide the following information for Student A and Student B. **Remember**—no names should be included.

\*\* This table should be retyped with all needed information included for satisfactory completion. **There is a two-page limit.**

Information	Student A	Student B
Age		
Grade		
Instructional level (on, above, below)		
Preferred learning Style(s)		
Strengths and Weaknesses in content area		
IEP goals & Objectives (if any)		

<b>Time per week Providing Instructions for Students</b>		
<b>Accommodations</b>		
<b>Cultural, family, or environmental factors which impact student learning</b>		
<b>Sources used to gather information about the student (include testing)</b>		

#### **SECTION IV: COMMENTARY ON SERIES OF 5 LESSONS**

**2 Pages**

**Single-spaced**

**12 point font**

**Write a brief summary about the important concept(s) that your class will learn during the featured five-day segment. Respond to the following questions/prompts:**

- ✓ What concept(s) have you chosen to teach, and how are they important for student learning?
- ✓ Describe the prior knowledge of students in your class. How does their previous experience affect your instructional planning for this learning concept?
- ✓ How can you extend the concept(s) to other content areas?
- ✓ How will you adapt the lessons to meet the needs of diverse learners?

#### **SECTION V: TWS LESSON PLAN FORMAT (SOLA)**

***Five Lesson Plans***

**(No page limit)**

##### **Standards**

Be certain that objectives match the standards.

##### **Objectives**

Write specific goals or objectives here...Example: Students will compare and contrast fractions.

##### **Lesson**

Briefly list and describe in sequential order, the instructional strategies, learning activities, and resources you will use to promote student learning during the lesson. Include any modifications for Students A & B and/or the rest of the group.

### **Assessment**

Use some form of assessment daily as a tool to assess student learning and the need for modifying lessons for students A & B or the entire class.

List the type of assessment/student work you will use (formative and/or summative). If it is from a printed source, note name and page. (i.e., Scott-Foresman, math assessment, pg. 34).

**On one of the days, attach the teacher-made rubric or assessment to the lesson plan.**

## **VI. ANALYSIS OF TEACHING AFTER EACH LESSON**

### ***FIVE ANALYSES IN ALL – ATTACH ONE TO EACH LESSON PLAN***

**2 pages each (up to)**

**12 point font**

Analyze your teaching by answering the following prompts. **This exercise is for each of the five lessons.**

- ✓ How did you modify, if necessary, the learning environment for this lesson to ensure the participation of all students?
- ✓ How did you monitor students' learning and what were the results of students' progress toward the unit concept(s)? Include data from pre and post tests, rubrics, formative or summative results. How and why did you communicate to students about the results of their performance/work?
- ✓ Based on the performance/work of your students for this lesson, how will you adjust your teaching for the next lesson? What other strategies could you use to teach this lesson?

## **VII. REFLECTION ON TEACHING AND LEARNING**

**No page limit**

Summarize your teaching and the student learning throughout the five days of lesson plans. Be sure to address the following prompts.

- ✓ How did your unit design, instructional strategies, and assessments support students' learning?
- ✓ How can you improve the unit design, instructional strategies and assessments of this unit for a similar group of students in the future? Be specific and support your ideas with relevant evidence from the work sample.



## WORK SAMPLE CHECKLIST

- The sections in the table below are the placement order for the written narrative.

<b>SECTION I &amp; II:</b>	<b>DIRECTIONS</b>
<b>LEARNING COMMUNITY:</b> <ul style="list-style-type: none"> <li>Class Profile Form</li> <li>Commentary on Learning Community</li> </ul>	Include the profile form Commentary: <b>2-3 pages</b> , single-spaced, 12 pt. font
<b>SECTION III &amp; IV:</b>	
<b>COMMENTARY:</b> <ul style="list-style-type: none"> <li>Descriptors Chart for Student A and B</li> <li>Commentary on Series of 5 lessons</li> </ul>	Select the two students you will focus on and complete the table. Do not include any names (no students, teachers, school)  <b>Commentary: 2 pages, single-spaced, 12 pt. font</b> <b>Have your plans well in mind to complete this.</b>
<b>SECTION V &amp; VI:</b>	
<b>LESSON PLANS AND ANALYSES:</b> <ul style="list-style-type: none"> <li>5 TWS Lesson Plans</li> <li>5 Analysis of teaching commentaries (one for each of the 5 lessons)</li> </ul> Lesson plan + Analysis; Lesson plan + Analysis, etc.	LP are to be written in the SOLA lesson plan format and placed in this section. No page limit. <u>Each analysis of teaching will be placed immediately after the lesson it analyzes.</u> <b>2 page limit</b> for <b>each</b> analysis, single spaced, 12 pt. font.
<b>SECTION VII:</b>	
<b>COMMENTARY:</b> <ul style="list-style-type: none"> <li>Reflection on Teaching and Learning</li> </ul>	Be reflective! Thoroughly answer the two prompts. No page limit.
<b>SECTION VIII:</b>	
<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Submit pre and post assessment data</li> <li>Rubrics, formative and summative assessments included with the lesson plan for which they were created</li> </ul>	Submit data from pre and post assessments <b><u>via email to XXXXXXXX</u></b> (Excel Spreadsheet)  Attach rubrics and assessments with the lesson plans where they were used.