The Teacher Work Sample (TWS) serves as the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum), original, standards-based curriculum unit. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness.

This job aide is used for the following assessment codes: POP4, FFT2, EWT1, EZT1, EWT2, EZT2, ECT1, DRT1, DTT1, DVT1, DYT1, DRT2, EJT2, FJT2, FLT1.

Introduction

The TWS contains very specific elements. Therefore, it is important that you have a thorough overview of all of the components prior to starting on any of them.

Outcomes and Evaluation

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete one of the following performance assessments in TaskStream. The TWS assessment will have a particular code depending on your program. The following are the assessment codes for which this course of study will help you prepare:

- POP4
- FFT2
- EWT1
- EZT1
- EWT2
- EZT2
- ECT1
- DRT1
- DTT1
- DVT1
- DYT1
- DRT2
- EJT2
- FJT2
- FLT1

The TWS also forms a large part of your professional portfolio. The portfolio is an electronic collection of elements including a copy of your résumé, philosophy of teaching statement, letters of recommendation, evaluations from your Clinical Supervisor and/or Host teacher, etc. It is hoped that this will prove to be a valuable resource to you as you represent your teaching knowledge, skills, and dispositions to others.

Resources for the TWS

Review the following web links to help you understand the big picture of the TWS:

- **The Renaissance Teacher Work Sample Consortium**
- **Teacher Work Sample (TWS) and Portfolio Help Document**
- **Electronic Portfolio Example 2**

Begin thinking about the timing of your unit and plan to share the requirements you're your Host Teacher during the first two weeks you are in the classroom. You will need to create the detailed contextual factors, learning objectives, goals, lesson plans, assessment plans, and so forth prior to embarking on the delivery of the unit itself.

You are encouraged to complete teaching the unit prior to week 8 of your classroom placement. If you are in a split placement, consider the placement in which you would like to conduct the TWS unit.

Note for Students in the Special Education Program: If you are in the Special Education program, planning for the TWS is especially important. While there are no requirements that you teach the unit for your TWS in the regular education placement, it is highly encouraged. You may have a limited number of students to work with while you are in your Special Education placement.

TWS Tasks

There are seven tasks in this section.

- **TWS Task 1 (603.2.3-01)**: Contextual Factors
- **TWS Task 2 (603.2.3-02)**: Standards, Goals and Objectives
- **TWS Task 3 (603.2.3-03, 602.3.18-04, 05)**: Assessment Plan
- **TWS Task 4 (603.2.3-04, 602.3.22-08, etc.)**: Lesson Plans
- **TWS Task 5 (603.2.3-05)**: Data Analysis
- **TWS Task 6 (603.2.3-06, 602.1.3-01, 03)**: Reflection
- **TWS Task 7 (603.2.2)**: Professional Portfolio

TWS Task 1 (603.2.3-01): Contextual Factors
Complete the activities for TWS Task 1 (603.2.3-01): Contextual Factors.
Contextual Factors

TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals and plan instruction and assessment.

You will begin to build your TWS by surveying the learning environment to discuss any important contextual factors that affect your teaching and students' learning. The first things to consider are the contextual factors that make your community, district, school and classroom unique. These are the environmental factors that influence your teaching and student learning. This is not a theoretical discussion, but a description of the actual factors in your own environment that impact what you do in the classroom! Can you describe how your planning and instruction is adapted to suit the specific needs of the students within this specific context?

Think about the geography, socio-economics, ethnic diversity, etc.

You will also need to provide demographic data for your school by completing the form attached to this task and submitting it with your essay. Pay attention that percentages (that equal 100%) are in the top section and raw numbers in the bottom section. This is public information and can be obtained from either the school secretary or district office.

TWS Task 2 (603.2.3-02): Standards, Goals and Objectives

Complete the activities for TWS Task 2 (603.2.3-02): Standards, Goals and Objectives.
Standards, Goals, and Objectives

TWS Standard: The teacher sets significant, challenging, varied, and appropriate learning goals.

State standards, learning goals, and lesson objectives are key components of the TWS and portfolio. Which standards will be part of your unit? Consider what learning goals and lesson objectives will guide your instruction.

You will continue to build your TWS by writing the learning goals and lesson objectives that are aligned to state and/or district standards. Remember to have at least three learning goals (and usually no more than five) for your unit of study. The learning goals should be broad-based statements that describe what the students will know or be able to do by the end of your unit.

You will need to write objectives that align with each learning goal. These are the small steps students will take to reach the goal, so the number of objectives is dependent on the complexity of the goal. Consider formatting and numbering the goals and objectives as follows:

State Standard: Align the goals to state standards (1-3 standards are acceptable.).

Sample Learning Goal 1: The student will analyze the political divisions of the USA.

- Sample Objective 1.1: When given a map of the USA, the student will label the state capitals with 90% accuracy.
- Objective 1.2
- Objective 1.3

Learning Goal 2

- Objective 2.1
- Objective 2.2, etc.

Goals should guide the overall unit (3-5 goals; no more than 5, please).

Objectives should be aligned to goals (2-5 for each goal). Objectives should do the following:

- include the condition, behavior, and criterion
- outline the specific outcomes expected from the lesson

Some of these objectives will be used on your lesson plans. These are the goals/objectives you will use for all other tasks.

Remember to use various levels of Bloom's Taxonomy of Verbs to write your objectives.
Goals and Objectives: Resources

Take a moment to review the information found at the websites below in order to refresh your memory about some good practices regarding assessment.

Writing Instructional Goals and Objectives

Writing Instructional Objectives

After visiting the Instructional Goals and objectives web links above, you should be able to begin writing your learning goals and lesson objectives for the TWS.

TWS Task 3 (603.2.3-03, 602.3.18-04, 05): Assessment Plan

Complete the activities for TWS Task 3 (603.2.3-03): Assessment Plan.
Assessment Plan

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

A plan for assessment is an essential part of all lesson planning and should include a pre-assessment for your unit that covers the unit learning goals, formative assessments during the unit and a post-assessment that also covers the unit learning goals. How does your assessment plan align with your goals and objectives? Remember, your assessment plan must reflect the same goals and objectives developed in the prior task.

What assessment plan adaptations are necessary to accommodate students of diverse backgrounds or special needs? You will describe what adaptations you make for students taking the assessments. How do you know that your assessments are authentic measures of student progress?

You will also be asked to submit a copy of your record keeping system for the unit, so this would be a grade book or whatever you are using to track student scores and progress during your unit. You will want to make sure you have noted in your system which assessments, homework assignments, or quizzes align with which learning goals for your unit.

You will create a lesson plan table that includes your learning goals, the format of your assessments, and the adaptations you will make.

Pre-Assessment: one assessment that covers all Learning Goals for the entire unit (you may

use the same assessment tool for both the pre and post)

Formative Assessments: a variety that can be both formal and informal

Summative (Post) Assessment: one assessment that covers all Learning Goals for the entire unit

You should do the following:

- submit generic (blank) copies of pre/post only
- create an assessment plan table (sample is in TS)
- make certain that your assessments align with the unit goals and objectives
- submit a copy of your record keeping system--make sure that your record keeping system identifies the learning goal(s) associated with each item. For example, if you had three learning goals for your unit, then the column in your record keeping system for the pre and post assessment scores should contain a notation: learning goals 1,2 and 3.

TWS Task 4 (603.2.3-04, 602.3.22-08, etc.): Lesson Plans

Complete the activity for TWS Task 4 (603.2.3-04, 602.3.22-08, etc.): Lesson Plans.
Lesson Plans

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Lesson plans contain the specific information to accomplish learning goals and lesson objectives. The lesson plans you create need to detail the instructional strategies you will employ. At least one must include the appropriate use of technology and one must include singing, role play, oral presentation, choral reading, or dramatization.

You should use a variety of instructional strategies.

If you are at a school that has a standardized curriculum, use those as the "heart" of your lesson. Personalize to meet the needs of your students or make any necessary adjustments.

You may use any lesson plan format, not just WGU's version, but it **must** include all components required in the template attached to the task.

Submit 5 of your best lesson plans for the unit; do not use pre- or post-assessments as lesson plans.

While the task asks for you to create only five original lesson plans, you need to create as many lesson plans as necessary to sufficiently cover the content of a unit that is at least 2 weeks in length.

Make sure you use the objectives you wrote for task 2, one objective per lesson plan.

You only need to attach the 5 lesson plans for this task, so name them as Lesson Plan 1, Lesson Plan 2, etc.

TWS Task 5 (603.2.3-05): Data Analysis

Complete the activity for TWS Task 5 (603.2.3-05): Data Analysis.

Data Analysis

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

You will now summarize and interpret the growth achieved in student learning with a graphic representation (spreadsheet, bar graph, pie chart, etc.) and narrative explanation. You should link the questions on both the pre and post assessments to specific learning goals for your unit. Once you have identified which questions on those assessments cover the material for which learning goal, you will be able to create graphic representations showing student progress in your unit for each of the learning goals.

Example: A teacher gave a 10-question pre-assessment. There were three learning goals for the unit. Then the teacher noted the following:

- questions 1-3 covered the material pertaining to Learning Goal 1
- questions 4-8 covered Learning Goal 2
- questions 9-10 covered Learning Goal 3

Next, the teacher reviewed each student's pre-assessment and recorded a percentage correct for the questions that covered each learning goal. Once that was completed, the teacher could then easily see student progress in each of the learning goals.

The same process is repeated for the post-assessment, and you can see how this looks at the following link to graph examples:

- **Graph Examples**

You will create one graph for the entire class (can be class averages or individual scores), pre and post by learning goal.

You will create one graph for the subgroups (can be averages or individual scores), pre and post by learning goal.

Subgroups can be a comparison of boys vs. girls or ELL vs. native English speakers, or any other two groups of students in your class you would like to compare.

You will discuss two students who demonstrated different levels of performance and submit a copy of their completed pre- and post-assessments; be sure to keep copies of all students' pre- and post-assessments!

TWS Task 6 (603.2.3-06, 602.1.3-01, 03): Reflection

Complete the activity for TWS Task 6 (603.2.3-06, 602.1.3-01, 03): Reflection.

Unit Reflections

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

This is an opportunity to honestly and reflectively consider your experience of teaching your standards-based unit of study.

After you have finished teaching the unit, you will write a reflective essay considering the students' learning and your teaching. You should do the following:

- identify the most successful learning goal and the least successful learning goal
- describe contextual factors in your control that impacted the most and least successful goal
- outline your daily schedule during your unit and discuss how you maximized instructional time - think about things like pacing, planning, student engagement.

TWS Task 7 (603.2.2): Professional Portfolio

Complete the activity for TWS Task 7 (603.2.2): Professional Portfolio.
Professional Portfolio

You have developed a teacher work sample for submission as part of your professional Portfolio. Use the Web Folio Builder in TaskStream to create a professional portfolio. The Web Folio Builder is located in the Folios & Web Pages link located in the static bar below the TaskStream logo. Follow the on-screen instructions to create your portfolio and be sure to choose the custom template option, and then choose DPP4 Demonstration Teaching Portfolio.

The following link will allow you to access the help document with screenshots that will guide you through this process:

- **How to Build your Professional Portfolio**

Your portfolio should include the following minimum requirements, as well as any other documents you wish to include:

A. Brief Personal Biography: Write and include a biographical sketch. Write this from the perspective that you are a teacher candidate; include information that you might share with faculty colleagues and parents to give them an understanding of your background and professional teaching qualifications. Please include any pertinent information related to your DT experience.

B. Résumé: Update the professional résumé from your DT application to reflect your DT experience.

C. Philosophy of Teaching: Update the statement from your DT application to reflect your DT experience.

D. Teacher Work Sample (TWS):

1. Provide a cover page (this should appear on your Home page) that includes the following:
   a. name
   b. date submitted
   c. grade level taught
   d. subject(s) taught
   e. university attended (Western Governors University)
2. Provide a table of contents that lists the sections and attachments in your TWS document, OR create tabs in your portfolio using "Tab Navigation."
3. Include all associated work from your TWS that you previously submitted as part of this performance task. This includes the following
   Task 1: contextual factors essay, demographics survey
   Task 2: goals and objectives essay
   Task 3: assessment plan/record keeping system, assessment plan table, blank copies of pre and post assessment
   Task 4: lesson plans (attach all five)
   Task 5: data analysis, copies of two students' pre- and post-assessments, graphs
   Task 6: reflection, daily schedule, instructional time

Note: Before you submit this information, make sure that you have received a passing score on each of the individual elements in the TWS.

Note: You are also encouraged to include optional items in your portfolio, such as the following:

- copies of observations or evaluations
- letters of recommendation
- samples of student work (student identifiers must be removed)
- awards, citations, recognitions, and honors
- letters from parents or students
- any other artifacts or documents that demonstrate your professional accomplishments and objectives

Be highly selective about including optional documents to ensure that your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.

The following are links to samples of electronic portfolios:

- **Sample Electronic Portfolio 1**
- **Sample Electronic Portfolio 2**
- **Taskstream Portfolio Instructions**

The instructions may change slightly from time to time. Please log in to **TaskStream** for the most up-to-date instructions, evaluation rubrics, and other related material.

Alumni Community and Placement Files

Upon graduation, you will be invited to join the WGU Alumni Community free of charge. There are many professional services and great information about graduation and job searching strategies that you may find useful.

You may also want to consider moving the professional portfolio that you built in TaskStream to a permanent placement file. Many districts require an electronic placement file to apply for a teaching position.

- **WGU Education Placement Service**