

# **Teacher Work Sample II**

*Evangel University Education Department*

## **Guidelines for Preparation**

As a requirement for the Teacher Education Program, you must develop two separate Teacher Work Samples (TWS). This will help you document your ability to plan, deliver, and assess a standards-based instructional sequence while demonstrating your ability to reflect on the impact of your instruction on student learning. The first TWS will be completed during a 300 level practicum. The second TWS will be completed during your student teaching experience.

Each TWS covers an instructional sequence comprised of consecutive lessons focused on a concept or set of concepts that comprise a teaching unit. For your TWS, you will plan, deliver, and assess your instructional sequence and then complete a reflection according to the guidelines provided in this document. An entire teaching unit is not required for submission provided all TWS elements are included.

Your TWS provides evidence of your knowledge, skills, and dispositions (NCATE), and is correlated to performance relative to targeted MoStep standards.

### **Required Components of the Teacher Work Sample (25 page maximum)**

Your TWS must include the components listed below. Suggested page limits for each section are noted.

- 1. Learning Context** (approximately 2 pages)
- 2. Instructional Plan** (approximately 12 pages + examples of student work)
- 3. Assessment Plan** (approximately 2-3 pages + copies of the assessment)
- 4. Instructional Decision Making** (approximately 2 pages)
- 5. Analysis of Student Learning** (approximately 2-3 pages + charts)
- 6. Reflection and Self-Evaluation** (approximately 2-3 pages)

## **Format and Organization**

(All pages)

Your Teacher Work Sample must include all of the elements listed and must be word-processed, double-spaced, and error-free. The TWSII must be electronically submitted to foliotek in order to receive a grade in EDUC 427. Failure to do so will result in an incomplete for the course.

Adapted from The Renaissance Group (2001, 2002), Idaho State University (2003), and NWMSU (2003)

<b>Teaching Processes, TWS Standards, and Indicators</b>
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**Element 1: Learning Context** The teacher uses information about the learning-teacher context and student individual differences to set learning objectives and plan instruction and assessment.

- \* 2 page description about student needs
- \* Knowledge of community, school and classroom factors
- \* Knowledge of characteristics of students
- \* Knowledge of students' varied approaches to learning
- \* Knowledge of students' skills and prior learning
- \* Implications for instructional planning and assessment

**Element 2: Instructional Plan** The teacher designs and implements instruction for specific learning objectives, student characteristics and needs, and learning contexts.

- \* Five consecutive lessons taught to the same, whole class
- \* Significant and appropriate objectives
- \* Clear, measurable, and behavioral objectives
- \* Appropriateness for students with modifications, if needed
- \* Alignment with national, state, or local standards
- \* Tie to Show-me Standards
- \* Variety of teaching strategies
- \* Accurate representation of content
- \* Use of technology when appropriate and available

**Element 3: Assessment Plan** The Teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during and after instruction.

- \* Alignment with learning objectives and instruction
- \* Clarity of criteria and standards for performance
- \* Multiple modes and approaches
- \* Modifications based on the individual needs of students

**Element 4: Instructional Decision-Making** The teacher uses ongoing analysis of student learning to make instructional decisions.

- \* Match between teaching strategy and content
- \* Adjustments based on analysis of student learning--what adjustments did you make during teaching?

**Element 5: Analysis of Student Learning** Report evidence of impact on student learning.

- \* Narrative and graphic representation of student performance
- \* Describe student progress and achievement toward learning objectives

**Element 6: Reflection and Self-Evaluation** Teacher reflects on his or her instruction and student learning in order to improve teaching practice.

- \* Reflect on all previous elements
- \* Implications for professional development--what skills do you need to improve?
- \* What would you do differently?
- \* What technology would you use to enhance the unit?
- \* What would you do to improve student achievement next time?

Adapted from The Renaissance Group (2001, 2002), Idaho State University (2003), and NWMSU (2003)

# **1. Learning Context**

(Approximately 2 pages)

## **Task 1: Description of Learning Context**

In this section of your Teacher Work Sample, you must describe the context in which you teach including the characteristics of the school, classroom, and students. The Learning-Teaching Context section of your Teacher Work Sample must incorporate your knowledge of individual differences, learner characteristics, and environmental factors that impact learning and teacher. **You should only describe those factors in the learning-teaching context that directly impact your teaching and student learning. For each factor you describe, you must analyze how that factor impacts teaching and learning in the classroom.**

- **School community characteristics.** Provide a description of the characteristics of the local neighborhood in which the school is located and the school community (i.e., type of school, grade/subject configuration, socioeconomic status, ethnic makeup). Your description should be based on factual information rather than assumptions. Then describe major characteristics of the school that impact your instructional planning, delivery, and assessment. You should include any district or state mandates, such as required texts or curricula and content standards, services available in the school for students with special needs. **Remember, for each factor you describe, you must analyze how that factor impacts teaching and learning.**
- **Classroom characteristics.** Describe the classroom environment (i.e., classroom rules and routines, physical arrangements, technology, social dynamics and grouping patterns, and scheduling) that affect the learning and teaching in which you are teaching the instructional sequence presented in your Teacher Work Sample. **Again, for each factor you describe, you must analyze how that factor impacts teaching and learning.**
- **Student characteristics.** Describe the students in the classroom (i.e., number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs). **Remember, for each factor you describe, you must analyze how that factor impacts teaching and learning in the classroom.**

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## **2. Instructional Plan**

(Approximately 12 pages + student work)

### **Task 1: Objectives (approximately 2 pages)**

In this section of your Teacher Work Sample, you must list the learning objectives that guide the planning and delivery of one instructional unit. This unit will consist of three to five consecutive lessons. The number of lessons may depend on class (such as block) schedule. The learning objectives must be within one unit and be delivered to the same, whole class for instruction. Be sure you clearly define what you expect your students to know and be able to do as a result of the instructional sequence.

This section of your Teacher Work Sample must also present your rationale for selecting the concept or set of concepts and learning objectives for our instructional sequence. In your rationale, you must identify how the learning objectives:

1. Relate appropriateness of the learning objectives to the learning-teaching context and student individual differences (**developmentally appropriate**);
2. Align with the classroom teacher's long-range instructional goals;
3. Align with standards for student learning (**must include the most specific alignment possible –GLE, curriculum framework, state standard, or national standard**).

Learning objective	Rationale	Alignment with Standards
Learning Objective 1	Why is the objective appropriate to the context and student individual differences? How does objective align with teacher's long range goals?	What standards are being addressed by the objective?

### **Task 2: Lesson Plans (approximately 10 pages)**

In this section you will include three to five consecutive whole class lesson plans that you have taught during your student teaching experience. Each lesson plan must include the following elements:

1. Content area(s) and grade level(s) addressed in the lesson
2. Learning objective(s)
3. State and National standards
3. List of materials and resources
5. Procedures
6. Adaptations for student individual differences and special needs (diversity)

The format for writing Lesson plans is provided. Alternative lesson plan formats can be used if approved by the university supervisor. All lesson plan formats should include the elements of effective instruction and be research based. With the lesson plan, you must include samples of student work that represent different levels of performance (i.e., high, middle, and low). Actual full student names should **NOT** be visible.

## Lesson Plan Format

**Content Area:**

**Grade Level:**

**Objective:** *Make sure you include all parts of an objective. Keep in mind this is the goal of your learning. Students should know something after the lesson that they did not know before the lesson.*

**Standard(s):** *These can be state or national standards.*

**Materials needed:** *list specific items or resources used during the lesson.*

**Procedures:**

1. *These should be numbered.*
2. *Write specific directions. I should be able to see you teach the lesson when I read what you have written.*
3. *Include an anticipatory set(to prepare students for learning), input(your instruction and modeling), practice(so students can practice and demonstrate understanding) and closure(reinforcing the objective). This does not have to necessarily be labeled, but it should be included in the lesson.*
4. *If students need to see an overhead or complete a worksheet it MUST be included with your lesson plan.*

**Adaptations for students with special needs:**

*Identify how you will adjust the lesson for individual student needs during the lesson.*

*These should be written side by side with the lesson throughout the entire plan.*

### **3. Assessment Plan**

(Approximately 2-3 pages + copies of assessment)

#### **Task 1: Assessment Plan Chart**

In this section of your Teacher Work Sample, you must design an assessment plan used to monitor student progress toward the learning objectives. You will plan appropriate assessment measures for assessing student learning **before instruction** (pre-assessments), **during instruction** (interim or formative assessments), and **after instruction** (post or summative assessments). Assessment methods may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay (essay examinations, take-home essays, etc.), performance assessment (i.e., reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.), and personal communications (i.e., questions posed and answered during instruction, interviews, conferences, etc.). Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives. **You must also state and defend the criteria you will use for determining the accomplishment of each learning objective.**

The key to writing this section of your Teacher Work Sample is the alignment between your learning objectives and assessment methods and strategies. You must construct a table that lists each learning objective, the assessments used to assess student performance relative to each learning objective, a rationale for each assessment that explains why you chose or developed the assessment, and adaptations of the assessments for students with special needs.

Learning objective	Assessments	Rationale	Adaptations
Learning Objective 1	<ul style="list-style-type: none"><li>• Pre-Assessment and/or</li><li>• Interim Assessment(s) and/or</li><li>• Post-Assessment</li></ul>	Why you chose or developed each of the assessments for this learning objective. State and defend the criteria you will use to determine that the student has met the objective.	How and why you adapted each assessment for students with special needs.

Along with the table showing your Assessment Plan for the instructional sequence, you must include copies of your assessments, the student directions for the assessments, and your scoring guide or rubric.

Adapted from The Renaissance Group (2001, 2002), Idaho State University (2003), and NWMSU (2003)

## **4. Instructional Decision-Making**

(Approximately 2 pages)

### **Task 1: Results of pre-assessment.**

After administering the pre-assessment, analyze student performance **relative to the objectives**. Provide a **narrative description** of the pattern you found that guided your instruction or modification of the objectives.

### **Task 2: Reflection in Action**

In this section of your Teacher Work Sample you must provide examples of "Instructional Decision-Making" based on **student learning or responses**. Consider **TWO** different instances when you, as a teacher, used ongoing reflection during your instructional sequence. You must describe a situation when the whole class, groups or an individual student's learning or response caused you to modify or adapt your original instructional sequence, lesson plan(s), or assessments. (The modifications must be based on your students not on circumstances such as a shortened time period for teaching or equipment failure.)

For each instance:

- Clearly describe the context of the student learning or response. What is happening? The student's learning or response may come from a planned, formal or informal, interim assessment or another source other than the pre-assessment.
- Analyze what were you thinking as this instance was occurring? Why did you believe an adaptation or modification was needed?
- Describe the modifications or adaptations you made.
- Explain your rationale for how you thought the adaptations or modifications would improve student progress toward the learning objective.
- Explain on how theories of learning were reflected during instruction.

Adapted from The Renaissance Group (2001, 2002), Idaho State University (2003), and NWMSU (2003)

## **5. Analysis of Student Learning**

(Approximately 2-3 pages + table and graph)

### **Task 1: Narrative analysis**

In this section of your Teacher Work Sample, you must provide a narrative summary to describe the student learning that occurred as a result of the instructional sequence. Your analysis of student learning should provide data for the learning objectives addressed in the instructional sequence. You must analyze your data to report the performance of the whole class on a pre-assessment and post-assessment.

### **Task 2: Graphic analysis**

In this section of your Teacher Work Sample, you must provide a table to describe the student learning that occurred as a result of the instructional sequence. Present data for each student. Students should be identified by first name (only) and a unique number on a pre-assessment and post-assessment table. This table will be used to draw conclusions about the extent to which the whole class attained the learning objectives addressed in the instructional sequence. For analysis you will need to indicate:

- (1) the percent correct for each student on the pre and post test,**
- (2) whether or not the criteria stated in your assessment plan was met,**
- (3) the percent change for each student**

**Individual analysis.** Present data for each individual student in graphic form (line graph, bar graph). The information displayed in graphic form will indicate:

- (1) the percent correct for each student on the pre and post test.**

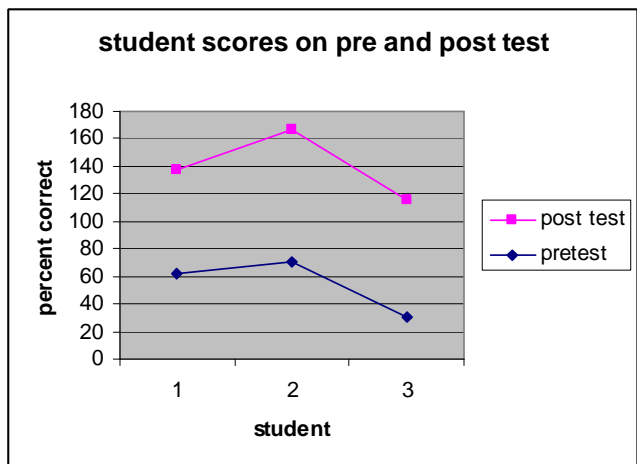
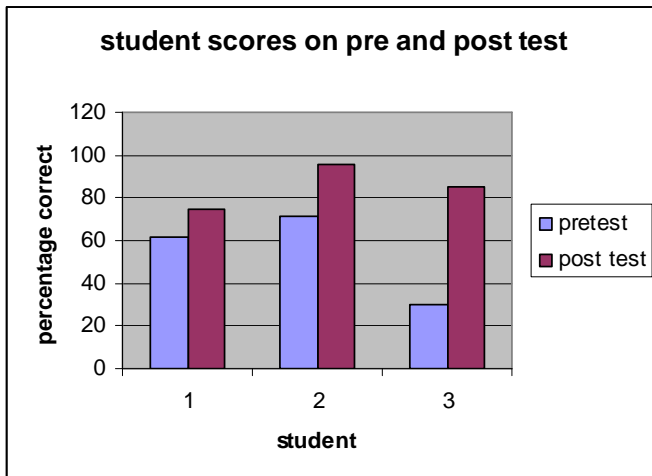
A sample table and graph is included on the following page.

Adapted from The Renaissance Group (2001, 2002), Idaho State University (2003), and NWMSU (2003)

## Analysis of Student Learning

#	Student	Individual pretest (%)	Individual posttest (%)	Criterion met* (yes/no)	Individual change (%)
1	Abbey	62	75	No	13
2	Bob	71	96	Yes	15
3	Cathy	30	85	Yes	55

\*Criteria \_\_\_\_\_ (fill in the criteria you selected and defended in your assessment plan)



## **6. Reflection and Self-Evaluation**

(Approximately 2-3 pages)

### **Task: Reflection**

For the final section of your Teacher Work Sample, you must write an essay in which you **evaluate** your students' learning resulting from your instructional sequence and **reflect** on your teaching practices and the effectiveness of your instructional sequence to draw conclusions about why each learning objective was or was not met. As part of your essay, you must individually address each of the following questions in a separate paragraph:

1. Reflecting upon all elements (learning context, instructional plan, assessment plan, instructional decision making and analysis of student learning) what changes should be made in each to enhance student achievement? If no changes are necessary, reflect upon reason for success.
2. How did I model effective verbal and nonverbal communication during the lesson?
3. How could student achievement have been improved?
4. What aspects of this unit could have been improved?
5. What types of technology, if available, would enhance student learning in this lesson?
6. How could I use school personnel and community resources to increase student achievement?

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*Evangel University Education Department*  
Teacher Work Sample II  
Cover Sheet

Name: \_\_\_\_\_

Degree Program: \_\_\_ Elementary \_\_\_ Middle School \_\_\_ Secondary

Teaching Major: \_\_\_\_\_ Teaching Minor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Field Placement: \_\_\_\_\_ Advisor: \_\_\_\_\_

TWS Grade Level(s): \_\_\_\_\_ TWS Content Area(s): \_\_\_\_\_

I affirm and testify that all materials included in this teacher work sample were implemented in the classroom and completed by me. I understand that submission of materials identical to those of another teacher education student or someone other than me will constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I affirm and testify that all materials included in this teacher work sample were implemented and completed by the aforementioned student teacher.

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_