

Teacher Work Sample



Monmouth University
School of Education

Teacher Work Sample

■ Overview

- A comprehensive set of tasks constructed to assess a teacher candidate's ability to ***plan, teach, and assess*** all learners in a class.
- The TWS should be designed to meet the needs of all learners in a class and address appropriate national, state, and local curriculum standards.

Teacher Work Sample

- Covers a two to six week thematic unit of instruction with at least five lesson plans.
- This student teaching assessment will address three core elements:
 - Contextual Factors, Goal(s) Rationale, Learner Outcomes and Assessment
 - Design for Instruction/Instructional Decision Making
 - Analysis of Student Learning and Reflection

Components

- Narrative description of the three assigned elements including data collection
- Appendices designed to provide supporting data for each of the corresponding elements
- Appendices for each element include:
 - Assessment instruments
 - Scoring guides
 - Assessment data gathered
 - Relevant artifacts (e.g., lesson plans, samples of student work)

Element A

- An overview of the unit including the following: Contextual Factors, Goal(s), Rationale, Learner Outcomes and Assessment
 - TWS Standard: The teacher candidate uses multiple assessment modes and approaches aligned with established learner outcomes to assess student learning before, during, and after instruction.
 - Approximately 3 – 5 pages



Contextual Factors

- The learning environment and make-up of the learners (the students, the classroom, and the school/community) should be considered when developing each section of the TWS.

Goals

- Review the district curriculum guide and state/national standards for learning goals that are appropriate.
- Create long term goals for the unit
- The goals should be long term and ideal.

Rationale

- A clear, concise explanation of the importance of and the approach to the unit.
 - The rationale should specify:
 - Real-world application of the content
 - Where this knowledge is required by the district Board of Education
 - The local, state, and national standards to which the content relates

Learner Outcomes

- Written in measurable terms that are aligned with instruction and assessment
- Varied, challenging, and appropriate for the grade level
- Developmentally appropriate
- Support knowledge of the subject matter and skill/strategy development
- Linked to the appropriate standards
- Match appropriate standards (CPIs - cumulative progress indicators) to each outcome

Assessment Plan

- The assessment plan should be linked to *research* that is aligned with, and that will lead to, the learner outcomes to be accomplished in the Work Sample.
 - Explain the purpose.
 - Identify activities that serve as pre-assessment, formative assessment, and summative assessment in alignment with learner outcomes.
 - Incorporate varied instructional strategies and differentiated instruction.
 - Explain how the assessments meet the needs of all learners through accommodations, adaptations, and modifications.

Appendix A

- Includes the following:
 - Anecdotal records of learner progress (concise notations regarding student progress based on observation in the classroom)
 - A copy of the school report card
 - A copy of the appropriate pages from the district curriculum

Element B

■ Design for Instruction

- TWS Standard: The teacher designs instruction for specific learner outcomes, student characteristics and needs, and learning contexts.
- Instructional decisions are based on constant analysis of student learning.
- Approximately 3-5 pages

Design for Instruction

■ Overview:

- Unit title
- Number of lessons
- Procedural description of lessons including activities emphasizing instructional choices related to contextual factors and differentiated instructional strategies, standards, and learner outcomes
- Modifications/adaptations/accommodations for all learners including those with diversity
- Integration of technology in lessons as appropriate for learners

Design for Instruction

- Includes the following:
 - A narrative overview of the unit as related to learner outcomes, standards, and assessment
 - Lesson plans reflecting activities and materials challenging to all learners (actual lesson plans will be part of Appendix B)
 - Differentiated instructional strategies
 - Accommodations/adaptations/modifications for all learners including those with diversity
 - Integration of technology in lessons as appropriate for learners

Appendix B

- All unit lesson plans, activities, handouts, etc.
- Assessments that provide tasks, directions, and rubrics/scoring guides for each lesson as appropriate

Element C

- Analysis of Student Learning and Reflection
 - TWS Standard: The teacher uses assessment data to profile student learning, communicate information about student progress and achievement, and reflect on teaching and student learning to improve teaching practices.
 - Approximately 3 – 6 pages

Element C

- Includes the following:
 - Assessment of learners' prior knowledge (pre-assessment) and knowledge gained (post-testing)
 - Pre and post assessment data and all assessment results analyzed for the whole group, individuals, and at least one sub group which is comprised of diverse students
 - Documentation of all student learning from all assessment tasks given during the unit (data display, charts and graphs in Appendix C)
 - Analysis of the effectiveness of various types of differentiated instruction employed in lessons

Element C

- Link performance to student learning
- Identify the learner outcomes where students were most successful and least successful. Why did this occur?
- What instructional strategies contributed the most to student learning?
- What instruction was problematic? Why?

Element C

- Interpretation of the results of analyses and reflection on what worked, what did not work, and why things happened the way they did
- Identification of what changes should be made in the future based on the analysis of student learning
- Identification of two or more teaching standards and two dispositions which should be improved and a rationale for each
- Implications for future instruction and professional development based on your analysis

Future Instruction

- What should be done differently next time?
- What knowledge, skills, and dispositions should be targeted to improve instruction?
- How could the knowledge, skills, and dispositions identified be improved?
- Cite the research base which grounds this thinking.

Appendix C

- Tables, charts, graphs reflecting pre and post assessment data

Benefits

- In developing and implementing the TWS the teacher candidate will learn the strategies and habits of a successful teacher.
- As the teacher candidate engages in the TWS, they will plan, adjust, and implement an instructional unit for a specific set of students so that they may learn.
- After teaching the unit, in order to foster continuous growth, the teacher candidate will analyze the results and reflect on the experience.