Teacher Work Sample
Guidelines for Preparation
Academic Year 2011-2012

As a requirement for the Teacher Education Program, you must develop Teacher Work Samples, documenting your ability to plan, deliver, and assess a standards-based instructional sequence, and demonstrating your ability to reflect on the impacts of your instruction on student learning. The Teacher Work Samples are completed during two of the required teacher education courses: EDUC 3309 Instructional Planning, Delivery, and Assessment and Student Teaching-Internship.

Each Teacher Work Sample must cover a different instructional sequence comprised of at least six learning activities focusing on a concept or set of concepts to be taught within a four-week time period. For your Teacher Work Sample, you must plan, deliver, and assess your instructional sequence, then complete a Teacher Work Sample report according to the guidelines provided in this document.

TWS Targeted Standards
Aligned with Idaho Core Teacher Standards

Your Teacher Work Samples provide the primary evidence of performance relative to the following targeted standards:

1. The teacher uses information from the learning-teaching context and knowledge of human development and learning to plan instruction and assessment.
2. The teacher uses knowledge of subject matter to set important, challenging, varied, and meaningful achievement targets.
3. The teacher uses formal and informal assessment methods and strategies aligned with achievement targets to evaluate and advance student performance and determine teaching effectiveness.
4. The teacher plans and prepares instruction using a variety of instructional strategies to meet specific achievement targets, student characteristics and needs, and learning contexts.
5. The teacher reflects, during instruction, on student learning progress and modifies instruction to meet students’ diverse needs and experiences.
6. The teacher profiles student performance and analyzes and interprets assessment data to determine student progress.
7. The teacher reflects, after completion of the instructional sequence, on his or her instruction and on student learning and is continuously engaged in purposeful mastery of the art and science of teaching.
8. The teacher uses effective written communication skills.

Required Components of the Teacher Work Sample

Your TWS reports must include the components listed below.

- Cover Sheet
  A. Description and Analysis of the Learning-Teaching Context
  B. Achievement Targets
  C. Assessment Plan
  D. Instructional Sequence
  E. Reflection-in-Action
  F. Profile and Analysis of Student Learning
  G. Reflection-on-Action

College of Education, Idaho State University, Revised August 18, 2011
Teacher Work Sample Cover Sheet

Name: __________________________________ Student Number: __________________

Degree Program: _____ Elementary _____ Secondary

Components: ________________________________________________________________

(Or) Teaching Major: ___________________ Teaching Minor: ______________________

Course: EDUC 3309 _____ Student Teaching ______

Instructor: ______________________ Date Submitted: ______________________

Field Placement (School and District): _______________________________________

TWS Grade Level(s): ___________ TWS Content Area(s): __________________________

I affirm and testify that all materials included in this teacher work sample were completed by me this
current semester and are not identical to my own previous work.
I understand that submission of materials identical to those of another teacher education student will
constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: _______________________________ Date: ______________________

As specified in the Assessment Consent section in your course syllabus, if your performance assessments
are used to demonstrate program accountability, then your identity will be protected or disguised. Your
signature below provides permission to disclose your identity in order to give you credit for your
performance.

Signature: _______________________________ Date: ______________________
A. Description and Analysis of the Learning-Teaching Context
(Approximately 3 pages + Demographic Chart)

Task

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 DID impact learning and teaching. You should describe only those factors in the learning-teaching context that directly impacted your teaching and student learning. For each factor you describe, you must analyze how that factor impacted how you planned instruction, assessments, and learning in the classroom.

In order to write this section, you should review class notes and handouts from EDUC 2201, EDUC 2204, SPED 3350, and EDUC 3302. At the top of the Learning-Teaching Context section, insert and complete the following Demographic Chart of the students you will be teaching during your six sequential lessons. This chart should be filled out based on a discussion with your Cooperating Teacher.

- Demographic Chart

<table>
<thead>
<tr>
<th>Grade level-</th>
<th>Subject area-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Demographic Categories</td>
<td>Males</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Students With Disabilities (IEPs)</td>
<td></td>
</tr>
<tr>
<td>English Language Learners (ELLs)</td>
<td></td>
</tr>
<tr>
<td>Students qualified for free or reduced lunch</td>
<td></td>
</tr>
<tr>
<td><strong>IPEDS Race/Ethnicity Reporting Categories</strong></td>
<td></td>
</tr>
<tr>
<td>1. Nonresident Alien</td>
<td></td>
</tr>
<tr>
<td>2. Race and Ethnicity Unknown</td>
<td></td>
</tr>
<tr>
<td>3. Hispanics of any Race</td>
<td></td>
</tr>
<tr>
<td>For non-Hispanics only:</td>
<td></td>
</tr>
<tr>
<td>4. American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>5. Asian</td>
<td></td>
</tr>
<tr>
<td>6. Black or African American</td>
<td></td>
</tr>
<tr>
<td>7. Native Hawaiian or Other Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>8. White</td>
<td></td>
</tr>
<tr>
<td>9. Two or more races</td>
<td></td>
</tr>
</tbody>
</table>

- School community characteristics. Provide a brief description of the characteristics of the local neighborhood in which the school is located and the school community including the type of school and grade/subject configuration. Then describe major characteristics of the school and community 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, or services...
available in the school and community for students with special needs. You may also include additional resources in the school and community that can be used to enhance your instruction. Remember, for the factors you described, you must analyze how these factors impacted how you planned, delivered, and assessed learning.

- **Classroom characteristics.** Describe the classroom environment in which you are teaching the instructional sequence presented in your Teacher Work Sample. You should describe the classroom rules and routines, scheduling, physical arrangements, technology, social dynamics and grouping patterns that affect learning and teaching. Again, for the factors you describe, you must analyze how these factors impacted how you planned, delivered, and assessed learning.

- **Student characteristics.** Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities (provide sources of evidence), and special needs. Once again, for the factors you described, you must analyze how these factors impacted how you planned, delivered, and assessed learning.

**Definition of Terms**

- **Impacts teaching and learning:** A contextual factor impacts teaching and learning if it matters (is important to, is relevant to, affects) how or the extent to which students learn.
B. Achievement Targets
(Approximately 2 pages)

Task 1
In this section of your Teacher Work Sample, you must list the achievement targets that guide the planning, delivery, and assessment of your instructional sequence. You should list 3-6 achievement targets. The achievement targets must clearly define what you expect your students to know and be able to do as a result of the instructional sequence. Your achievement targets must address at least three of the following types of targets:
1. Knowledge
2. Reasoning
3. Performance Skills
4. Dispositions

Task 2
You must also present your rationale for selecting the concept or set of concepts and achievement targets for your instructional sequence. In your rationale, you must identify how your achievement targets:

- Describe the developmentally appropriateness* of these achievement targets.
- Align with the classroom teacher’s long-range instructional goals;
- Align with national, state, or local standards for student learning (must include the state standards if available). Provide standard in numeric and descriptive form.

Definition of Terms

- **National, state, or local standards**: General statements about learning expectations for what P-12 students should know and be able to do as required by national, state or local standards
- **Developmentally appropriate**: Appropriate for the student’s level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/or prior level of achievement
C. Assessment Plan
(Approximately 2-3 pages + copies of assessments)

Task
In this section of your Teacher Work Sample, you must design an assessment plan used to monitor student progress toward the achievement targets. 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).

Types of assessments may include Selected Response (e.g., multiple-choice tests, matching, true or false), Written Response (Essay) (essay examinations, take-home essays, graphic representations, etc.), Performance (e.g., reading aloud, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.), Product, and Personal Communications (e.g., 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 achievement targets. You must also state and defend the criteria you will use for determining the accomplishment of each achievement target.

The key to writing this section of your Teacher Work Sample is the alignment between your achievement targets and assessment methods and strategies. You must construct a table that lists each achievement target, the assessments used to assess student performance relative to each achievement target, a rationale for each assessment that explains why you chose or developed the type of assessment for that target and why you established the criteria at the stated level, and modifications of the assessments for students with special needs.

<table>
<thead>
<tr>
<th>Achievement Target</th>
<th>Assessments</th>
<th>Rationale</th>
<th>Modifications/Adaptations</th>
</tr>
</thead>
</table>
| Achievement Target 1
Criteria for Target to be met is ____%. Criteria was determined by________.. | • Pre-Assessment
• Interim Assessment(s)
• Post-Assessment
  e.g. Pre-Assessment-Selected Response (multiple choice) | Defend each type of assessment (as described by Stiggins) used to assess this target. Use appropriate APA citation. | How you adapted each assessment for identified students with special needs. e.g., ELL, Gifted, physical impairments etc..

Achievement Target 2
Achievement Target 3

Along with the table showing your Assessment Plan for the instructional sequence, you must include copies of your formal assessments, the student directions for the assessments, and your scoring keys, rubrics etc.. Label each assessment appropriately (i.e., pre or post). Include interim assessments with the corresponding LAP.

Definition of Terms
Special Needs: Conditions necessitating changes to assessment methods or strategies but these conditions are not limited to students qualified for special education services or ADA accommodations.
Criteria: What constitutes a pass rate? How many items must be correct for a target to be met?
D. Instructional Sequence
(Approximately 14 pages)

In this section of your Teacher Work Sample, you must present the results of your pre-assessment and your individual plans for at least six of the learning activities in your instructional sequence.

Task 1: Results of pre-assessment.
After administering the pre-assessment, analyze student performance based on identified criteria and relative to the targets. Provide a narrative description in quantitative terms of the pattern you found that guided your instruction or modification of the targets. (Keep in mind, you may need to re-write your targets.)

Task 2: Learning Activities.
Your learning activities should incorporate various instructional strategies including, but not limited to, direct whole-group instruction, learning centers, teacher-directed activities, small-group experiences, cooperative learning, etc. The six learning activities in your Teacher Work Sample must incorporate at least four different strategies. Your description of each learning activity must include the following items:

1. Content area(s), grade level(s), and standards addressed in the learning activity
2. Achievement target(s)
3. Language Objectives
4. Assessments
5. Special planning/preparations
6. Detailed procedures including steps of the lesson plan format of your choosing. Label your instructional strategies.
7. Timeline
8. List of materials and resources
9. Modifications to meet students’ diverse needs
10. Technology must be integrated twice during your Instructional Sequence. One must be student-centered. Include evidence.
11. Outreach efforts to support student learning occurs twice. One may be an introductory letter (include evidence).
12. Reflection

The format for writing Learning Activity Plans (LAP) is provided in Appendix A.
E. Reflection- in-Action
(Approximately 2-3 pages)
In this section of your Teacher Work Sample you must provide examples of “Reflection- in-Action” based on student learning or responses. Consider TWO different situations 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 teaching from the original instructional sequence or Learning Activity Plan(s). (The modifications must be based on your students’ needs not on circumstances such as a shortened time period for teaching, equipment failure, or a classroom management issue.)

Task
For each instance:

1. Clearly describe the context of the student learning or response: What was happening?
2. Analyze what were you thinking during this situation: Why did you believe an adaptation or modification was needed?
3. Describe the modifications you made.
4. Explain your rationale for how you thought the modifications would improve student progress toward the achievement target.

Definition of Terms

• Reflection-in-Action: Reflection that occurs during teaching.
• Modifications: Change from original instructional plan (i.e., materials, learning environment, strategies, etc.) based on information about students.
F. Profile and Analysis of Student Learning
(Approximately 2-3 pages including 4 charts and 1 table)

In this section of your Teacher Work Sample, you must provide a narrative summary and four graphs and one table to describe the student learning that occurred as a result of the instructional sequence. Your profile of student learning should provide data for at least two of the achievement targets addressed in the instructional sequence. You must analyze your data to report the performance of the whole class and a subgroup and/or an individual student(s) of the class on pre-assessments and post-assessments.

Task 1: Profile of Student Learning; whole class analysis (at least 2 graphs).

Provide a graphic representation to compare pre- and post-assessment data for each student in the class on two of the targets addressed in your instructional sequence. Write a narrative summary interpreting the pre and post assessment data presented in the graphs. Draw conclusions about the extent to which the whole class attained at least two of the targets from your Instructional Sequence. Your narrative summary should include explanations relative to the learning progress of the whole class for two achievement targets.

Task 2: Impact on Student Learning

Provide the following information using the format below: The number and percent of the students who achieved the target according to the criteria stated in your Assessment Plan, and the number and percent of students who showed improvement from the pre-assessment to post-assessment. Only include data for students who took both the pre and post assessments.

<table>
<thead>
<tr>
<th>Total number of students who took both the pre and post =</th>
<th>Type of Achievement Target</th>
<th>Criterion for Achievement Target</th>
<th>Students Who Achieved the Target According to Stated Criteria</th>
<th>Students Who Showed Improvement from Pre-assessment to Post-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Type</td>
<td>Criteria</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Achievement Target #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Target #2</td>
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</tbody>
</table>

TWS Content
TWS Grade Level

Task 3: Subgroup and/or Individual Profile and Analysis (at least 2 graphs).

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Considering the student contextual characteristics described in your Learning-Teaching Context choose a subgroup or individual to profile. If you have students in your classroom who are ELL, ESL, or who are from another culture AND that distinguishing contextual characteristic affects their learning, you should choose that subgroup or individual to profile. If there are no aspects of diversity which affect student learning you should choose another contextual characteristic to analyze (e.g., performance level, socioeconomic status, gender, etc.)

1) Identify the subgroup and/or individual student and then explain why it is important to understand the learning of this particular subgroup and/or individual(s) in relation to at least two of the achievement targets addressed in the instructional sequence.

2) Use disaggregated data to draw conclusions about the extent to which the subgroup attained the achievement targets. Provide graphic representations to compare pre- and post-assessment results for each featured target and

3) Explain what the two graphs illustrate about the learning of the sub-group(s) in comparison to the whole class.

Definition of Terms

Subgroups: A subset of the class based on specific, distinguishing characteristics
Disaggregate: Ungrouping objects or data into meaningful subcategories or parts.
G. Reflection-on-Action
(Approximately 2-3 pages)

Task
Posner (1996) states more learning is derived from reflection on an experience than is derived from the experience itself. This section allows you the opportunity to reflect upon the experience of planning, delivering, and assessing your TWS within an ever-evolving context. Exhibit an internal locus of control as you separately address the following questions.

1. Considering your instructional sequence within its contextual setting, what conclusions can you draw about its effectiveness and the reasons students did and did not meet your achievement targets?
2. What aspects of your instructional sequence were successful and unsuccessful and for whom? Provide plausible reasons.
3. How might you redesign this instructional sequence if you were to teach it again? Provide insightful ideas for redesigning instruction including a compelling rationale as to why these modifications would improve student learning. What did you learn from teaching this instructional sequence that will inform your future practice?
4. Discuss the issues revealed about you as an educator. Given these issues, in which areas/arenas/professional organizations will you seek professional development?

Definition of Terms

- **Reflection-on-Action**: Reflection that occurs after teaching your Instructional Sequence.
- **Professional Development**: Continuous learning to stay abreast of new ideas and perspectives in the field.
**Format and Organization**
(All pages)

**Task**

Your Teacher Work Sample must include all of the elements described in the previous sections. It must be word-processed, double-spaced, and error-free. It should include the provided TWS Cover Sheet, LAP format (see appendices for all templates), a Table of Contents that lists the sections of your paper, page numbers, and a Reference Page in current APA format. You must submit two identical copies (one must be on a CD) of your Teacher Work Sample to your instructor by the deadline date listed in the course syllabus. **It must be turned in on the date it is due or it will not be accepted.** Your Teacher Work Sample will be evaluated using the TWS Grading Rubric.
Appendix A

Teacher Work Sample
Format for Learning Activity Plans

Learning Activity Plan # ____

Name: ___________________________ Estimated Time: ____________

Content Area(s): ___________________________ Grade Level(s): ____________
Standard(s): ___________________________ Language Objective(s): ____________

<table>
<thead>
<tr>
<th>Achievement Targets:</th>
<th>Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Special Planning/Preparations (i.e., safety concerns, etc.):

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Time</th>
<th>Materials</th>
<th>Adaptations/Modifications for Students’ Diverse Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Integration of Technology:

Outreach Efforts:

Reflection:
Appendix B

Idaho State University
College of Education

Teacher Work Sample Cover Sheet

Name: _______________________________ Student Number: __________________

Degree Program: _____ Elementary _____ Secondary

Components: _____________________________________________________________

(Or) Teaching Major: ___________________ Teaching Minor: _____________________

Course: EDUC 309 ____ Student Teaching _____

Instructor: ___________________ Date Submitted: __________________________

Field Placement (School and District): ________________________________

TWS Grade Level(s): _____________ TWS Content Area(s): ______________________

I affirm and testify that all materials included in this teacher work sample were completed by me this current semester and are not identical to my own previous work.
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