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.

A. Description and Analysis of the Learning-Teaching Context  
B. Achievement Targets  
C. Instructional Sequence  
D. Profile and Analysis of Student Learning  
E. Reflection-on-Action
A. Description and Analysis of the Learning-Teaching Context

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 could impact learning and teaching. 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 how you plan 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 based on a discussion with your Cooperating Teacher.

- **Demographic Chart**

<table>
<thead>
<tr>
<th>Grade level- Subject area-</th>
<th>Student Demographic Categories</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students With Disabilities (IEPs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learners (ELLs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students qualified for free or reduced lunch</td>
<td></td>
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</tr>
</tbody>
</table>

**IPEDS Race/Ethnicity Reporting Categories**

1. Nonresident Alien
2. Race and Ethnicity Unknown
3. Hispanics of any Race
For non-Hispanics only:
4. American Indian or Alaska Native
5. Asian
6. Black or African American
7. Native Hawaiian or Other Pacific Islander
8. White
9. Two or more races

- **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 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 for students with special needs. *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. You may also include additional resources in the school and community that can be used to enhance your instruction. *Again, for the factors you described, 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

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:

- Relate appropriateness of the achievement targets to the learning-teaching context and student individual differences (*developmentally appropriate*);
- 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. Instructional Sequence

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 for each LAP.
13. Reflection-in Action for two LAPs. Follow format provided in rubric.

The format for writing Learning Activity Plans (LAP) is provided in Appendix A.
D. Profile and Analysis of Student Learning

In this section of your Teacher Work Sample, you must provide a narrative summary and six 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 three 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 3 graphs).

Provide a graphic representation to compare pre- and post-assessment data for each student in the class on three 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 three of the targets from your Instructional Sequence. Your narrative summary should include explanations relative to the learning progress of the whole class for three 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>
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</thead>
<tbody>
<tr>
<td></td>
<td>Level</td>
<td>Criteria</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Achievement Target #1</td>
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<tr>
<td>Achievement Target #2</td>
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<tr>
<td>Achievement Target #3</td>
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</table>

TWS Content __________________________________________
TWS Grade Level _______________________________________

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

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 three 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.
E. 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>
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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>
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Integration of Technology:

Outreach Efforts:

Reflection of Today’s Instruction/Activities:

Reflection in Action – did you have to modify your plans while teaching today?
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. 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: ____________________

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