

Teacher Work Sample

Under the standards of the National Council for Accreditation of Teacher Education (NCATE) candidate knowledge, skills, and dispositions will be evaluated. NCATE states that, “teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.”

To show evidence of your effectiveness in having a positive effect on student learning we are requiring a Teacher Work Sample (TWS) during your student teaching experience. The purpose of the TWS is to connect your teaching to the learning of the students. It enables you to document the application of knowledge and skills to teaching a unit of study and to analyze and reflect upon both the teaching and learning that occurs. The TWS contains specific segments that are required components, and each teacher education candidate is responsible for preparing it as major evidence of professional competence.

The TWS is modeled after your Capstone experience and you will be using the “Understanding by Design” format to complete this project. The following components will be completed using an electronic template found on the student teaching website. The TWS process is detailed below:

1. Compose a brief paragraph describing the context in which you are teaching. Include the grade level, subject area of the unit, unique characteristics of the class, learning and behavioral needs of specific students, and other information that you deem important to understanding the situation. Also indicate how much leeway you have in creating a unit of your own in your student teaching setting. This will help us understand your teaching situation more fully.
2. Complete the Understanding by Design template for Stage One including identifying established goals, listing student understandings, essential questions, and key knowledge and skills for the unit. Stage One will identify the desired results for the unit and will prepare you to create a purposeful unit plan.
3. Develop and use a pre-assessment instrument to evaluate prior knowledge of your desired unit results (Stage One). Age and subject appropriate authentic assessment should be used. A wide range of procedures/formats will be acceptable ([see the attached list of examples](#)). Please note that your pre-assessment must gather data about whole class and individual prior knowledge, so KWL or other whole class processing options will not be suitable for this analysis. Analyze and interpret the results of the pre-assessment for both the whole class and for individual students. Share these results in either narrative or chart form. Include reflection on things such as: What did you learn about student prior knowledge as a result of your pre-assessment? What adjustments did you make in your unit prior to teaching it as a result of the pre-assessment?
4. Complete the Understanding by Design template for Stage Two by demonstrating what evidence will show that students understand the unit content. Include performance tasks, other evidence, and student self-assessment and reflection as is applicable to your unit.
5. Now that you know your desired results and assessment methods, and understand students’ prior knowledge, create and include lesson plans for the unit. Include all

lesson plans for the unit. Each lesson plan should be in the long format with special attention paid to the standard, goal, objective, materials, adaptations for diverse learners, procedures, and assessment. Evidence of student engagement is essential and the use of multiple instructional strategies should be implemented. After the teaching of each lesson, you should document reflection on the content, methodologies used, and student performance, with special attention paid to potential modifications needed. (This reflection will be added to the self-evaluation portion of the long form lesson plan.) You should also acquire written feedback from your cooperating teacher. Your coop can either offer written feedback daily or may type up a summative reflection of your performance on the unit. Copy/paste their comments into the electronic template where applicable.

6. When the unit is complete, please reflect on your teaching in several ways. You should analyze both student learning progress and your own personal professional growth as a result of completing the TWS. Complete the specific reflection questions provided for you on the electronic TWS template

The unit length will depend on the content and grade level as well as the time frame in which you are working. Four to seven days would be a recommended time frame. Three to five lessons should be taught as part of the unit. *Cooperating teachers are aware of this requirement and you should work with them throughout this entire process!* Identify your TWS unit early on in your experience so that you can plan accordingly.

While our hope is that your teaching will result in progress for all the students, we understand that this may not happen. Our goal is first that you look at the TWS as a way to strengthen your teaching ability through careful analysis of procedures and results along with learning to adjust content and process during the unit and for future units.

You are required to turn in an electronic copy of the TWS to the Student Teaching Office or Program Director. This will be done for your Student Teaching I experience and should be finished one week prior to the end of that experience. It is our hope that you would use a similar process during STII, but we are not requiring a TWS for those who are successful with the TWS in STI.

An acceptable score for the TWS is 52 out of 70 points. Follow the directions and the checklist and you should do well. If you do not score 52 or more you may be asked to redo a section of your TWS or you may be asked to do a second TWS during Student Teaching II. Doing well on the first TWS is to your advantage.

Questions that you have can be addressed to the Directors of Elementary and Secondary Education or to the Dean.