Teacher Work Sample

University of South Carolina Beaufort
Department of Education

Introduction

The Teacher Work Sample (TWS) provides you with a structured experience to document the impact of your teaching on the PreK-3 learners in your classroom. Knowing how to effectively document your progress with students is critical for teacher accountability. The TWS also provides evidence of your mastery of the Conceptual Framework Standards detailed in The Constructivist Educator. The TWS is designed to document the specific activities interns engage in to help students learn. These activities provide evidence that you can apply in the classroom what you have learned in your course of study in the university and the Department of Education.

Analysis of the strengths and weaknesses of the TWS will be used for instructional and programmatic improvements. Annually, data will provide the Department of Education with important information that we use to improve our programs. For all instructional and programmatic improvements, your confidentiality will be maintained. Candidates' work will not be identified by name in any samples or publications.

Material for the TWS was adapted from The Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project with offices at Western Kentucky University. The Teacher Work Sample was also modified from Winthrop University's *Internship Work Sample* (2011).

Assignment

There are five dimensions identified by research and best practice as fundamental to improving student learning that are contained in the TWS. Each dimension contains a task, a description of requirements, and a rubric that defines various levels of performance. These rubrics will be used to evaluate your TWS.

You are required to teach a comprehensive two-week unit. To provide a brief overview, you will describe contextual factors, identify unit goals based on South Carolina Academic and Common Core State Standards (CCSS), create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), after (post-assessment), and plan for your instruction. **One lesson must also include integration of technology.** After you teach the unit, you will analyze student assessment data and reflect upon and evaluate your teaching as related to student learning.

Format

- **Overview.** The TWS product should conform to the following outline:

  D.1 Contextual Factors
  D.2 Unit goals
  D.3 Assessment Plan and Pre-assessment Results
  D.4 Lesson Plans
  D.5 Post-assessment Plan and Results

- **Tables and assessment instruments**. Tables and assessment instruments are required as part of the TWS document. Each table should be consecutively labeled with a number and a short description (e.g., Table 4: Assessment Plan Overview). Computational tables must be completed in Excel.
- **Narratives.** A **suggested** page length for your narrative is provided at the beginning of each dimension. You have some flexibility for length across components, but the total length of your written narrative **(excluding lesson plans and assessments)** should not exceed **14 word-processed pages in Microsoft Word**, double-spaced in **12-point font**, with 1-inch margins, and a header with name and page number. Narratives within lesson plans may be single-spaced.
- **References and credits.** Make sure to cite any information or ideas you obtain from published material or the Internet using the American Psychological Association (APA) style. APA guidelines can be located at the following website: http://www.apastyle.org/ and in the manual entitled *Publication Manual of the American Psychological Association Sixth Edition (2009) Washington, DC: American Psychological Association*).
- **Anonymity.** In order to ensure the anonymity of students in your class, do not include actual student names or identification (e.g., initials) or their work samples in any part of your TWS. Identify students by number (e.g., 1, 2, 3, etc.) only.
- **Mechanics.** Throughout the TWS, mastery of English language usage and writing skills and appropriate format are expected. Please note that mechanics are a part of the rubric score for each dimension.
- **Submission.**
  - You will submit the final copy of your TWS to LiveText. Include a title page, Table of Contents, and summary Reference page. All pages should be consecutively numbered from Dimension 1 through Dimension 5. ***Make sure that the LiveText submission is your final draft and includes all parts of the TWS clearly following the TWS Outline***.

  - Throughout the semester, individual dimensions of the TWS will be submitted in a variety of ways to your University Supervisor. As the dimension is assigned, you will be given submission directions.

Instruction for and Grading of the TWS

EDEC B469 University Supervisors and the EDEC B476 professor will provide instruction for Dimensions 1 - 5. In addition, cooperating teachers will provide guidance throughout the TWS. University Supervisors will grade the TWS with input from the EDEC B476 professor. A grading rubric for each dimension will be used to grade the TWS. There are a total of 5 dimensions and 5 rubrics. **To pass the TWS (and EDEC B469), you must score at least Acceptable on all 5 dimensions.** The final score on each dimension is the earned score based on the descriptors in the rubrics. University Supervisors will forward final TWS grades to the EDEC 476 professor.

Note: To pass EDEC B476 and to pass EDEC B469, teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* and *Acceptable* on all 5 dimensions of the *TWS*.

Rewriting: You are permitted no more than one rewrite of each dimension. After you receive feedback on a dimension from your University Supervisor, you have the option of rewriting the dimension following the time frame established. If the first submitted product is deemed not gradable by your University Supervisor, he/she will score that dimension(s) as unacceptable. If any component

is deemed unacceptable, regardless of your overall score, the unacceptable component must be rewritten. The next submitted version is considered the one rewrite. The final score on each dimension is the earned score based on the descriptors in the rubrics.

Timeline for Teacher Work Sample by Dimension

The TWS is a recurrent process that requires time before, during, and after instruction; you cannot wait until you are finished teaching the unit to begin the TWS. This timeline is designed to guide you through the dimensions related to the planning, implementation and reflection for your unit. Your University Supervisor and cooperating teacher will give guidance as needed.

Cooperating teachers should always play a part in helping you develop appropriate lesson plans with appropriate assessments. In addition, cooperating teachers are particularly valuable in giving you information on students in the classroom for input on the contextual factors dimension and helping you make sure that your TWS goal(s) fit into the overall instructional program of the classroom.

Suggested Timeframe Table

	Dimension	Sequence
1	Contextual factors	**Before** unit starts (your first task)
2	Unit goals	**Before** unit starts
3.1	Pre-assessment	**Before** unit starts and after unit goals developed: pre-assessment instrument designed, approved, and administered.
3.2	Assessment plan and pre-assessment results	**Before** unit starts, after pre-assessment administered: pre-assessment data and analysis used to inform instruction; unit assessment plan developed. **During** unit: adjustments made.
4	Detailed lesson plans	**Before** unit starts and **during** unit
5	Post-assessment plan and results	**After** unit: post-assessment data and final analysis

Dimension 1. Contextual Factors

Suggested Page Length: 4-5 pages including Contextual Factors Table

Task
Discuss information about the learning-teaching context and how it will inform your instruction.

Through a variety of sources, such as conversations with school personnel, surveys of students and the cooperating teacher, build a contextual factors' background. After the information is gathered, complete a contextual factors table and write a narrative:

- Briefly describe relevant and most current characteristics of the **school** (e.g. AYP status and goals relating to student performance, parent involvement).

- Next, describe resources available in the schools and community relevant to your students and to your instruction (e.g. after school programs, sports programs, parks, libraries).

- Describe the physical **classroom** and the environmental demands (see glossary) that may affect student learning.

- Using a variety of documented sources, complete the Contextual Factors Table.

- Describe how specific relevant characteristics of **students** in your class and their functioning on critical assessments impact your decisions when designing your instruction and assessments.

- Use information from the Contextual Factors Table (see next page) and other sources to provide specific information on these categories. For example, if you have students who are identified as special education or gifted/talented in your class, note the number of students and type of exceptionalities and relevant Individual Education Plan (IEP) goals. If you have students who are native speakers of other languages, note the number of students and their approximate level of language proficiency [ex.: Limited English Proficiency (LEP) vs. English Language Learners (ELL), Gifted and Talented (G/T)] including all factors relevant to your classroom, and write a narrative. Keep in mind that this information is for the class for which you are teaching the unit.

- Describe general and specific implications for instruction and assessments throughout the work sample. Base these implications on information about the considerations (e.g. instructional, language, communication, social, behavior accommodations) needed for specific students. This is the bridge between the contextual factors and the work sample's content. Specify how the information you have gathered might affect your instruction and assessments.

- Reference the sources you used to obtain this information. (Note that sources such as school documents are more reliable sources than your personal observations.) Along with in text citations, you should have a Reference page at the end of this section. However, as you add Dimensions to your TWS, the Reference page should move to the last page of the TWS document.

Table #1: Contextual Factors Table

*Student Number	Language(s) spoken at home	Relevant Cultural Background Info **	Special Interests or Hobbies (Student Interview, Interest Inventory)	Reading Level Scores and Test Used	Math Level Scores and Test Used	Differentiation Needs (IEP, ELL, G/T)			Other Relevant Student Information

**Devise own code not related to student SSN or official school ID.*

***Maintaining an asset perspective (see glossary) of your students, include meaningful information regarding culture/ family, that might help you better meet the students' needs (e.g. travel experiences, living in other states/countries, family professions, cultural traditions, beliefs).*

Dimension 2. Unit Goal(s)

Suggested Page Length: 2 pages including unit goals chart aligned with state and/or national standards and unit rationale

Task

The unit goal(s) guide the planning, delivery, and assessment of your unit. The unit goal(s) should be significant in that goals (see glossary) reflect all of the big ideas or concepts of the unit. The Unit goal(s) should be measurable, challenging, varied, and appropriate. From your unit goal(s), you will later formulate lesson objectives, which are more narrow and specific, but aligned with the achievement of the unit goal(s).

- Identify the South Carolina Academic Standard(s) or Common Core State Standard(s) and/or National standards that will direct your unit. Use the standard(s) to create your unit goal(s). Limit the number of unit goals to no more than 4. If you have more than one unit goal, number your unit goals so they may be easily referenced throughout the unit. South Carolina Academic and Common Core State Standards list indicators after each standard. In some cases, those indicators may be used as unit goals.

- Consult your University Supervisor and cooperating teacher to help you select appropriate standards. They will guide you in developing the unit goal(s).

- Create a table (example below) where the standard(s) is/are listed with the related unit goal(s). Several content area examples are given for reference.)

Table 2: Standards and Unit goals

State Standards(s)	Unit goal
Example from Early Childhood Mathematics CCSS. Math Content. 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	UG 1:Students will represent and solve problems involving addition and subtractions.
Example from Elementary Social Studies SC-SS-05.3.1 Analyze the causes of the American Revolution—including Britain's passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence and South Carolina's role in these events. (H, P, E)	UG 1: Students will describe the impact of the American Revolution on South Carolina.

- Construct a unit rationale. In a paragraph, explain why students should learn about the topic of the unit. Describe real-life application (see glossary) for the learning. Merely stating that the lesson is part of the standards is not sufficient. Why should students be required to learn this material—what, beyond the standards, warrants the inclusion of the material in the unit? Explain how this information will connect to your students' lives.

Dimension 3. Assessment Plan and Pre-assessment Results

Suggested page length: 4-5 pages including table of pre-assessment results and table of assessment plan overview, plus a copy of pre-assessment.

Task
Design a pre-assessment (see glossary) and analyze the resulting student data. Use this information to develop an assessment plan for monitoring student progress toward the unit goal(s). Design **multiple** assessments that are aligned with the unit goal(s) to assess student learning during and after instruction. These assessments should authentically (see glossary) measure student learning and may include performance-based tasks, paper-and-pencil tasks, observation checklists, and/or others.

1. Designing a Pre-Assessment
Design a diagnostic pre-unit assessment that you will administer to your class **before** teaching the new unit you are planning. This brief assessment is a systematic way to gather information on what your students already know about the unit and what skills they already have related to the unit.

- Prioritize the content from your unit goal(s).

- Design a ***brief*** measure of the highest priority content central to mastering the unit goal(s). Your measure(s) should address both demonstration of *understanding/knowledge* **and** the performance of key *skills* addressing a range of understanding and skills from easy to difficult associated with the unit. **Label** each item or element of the pre-assessment with the unit goal(s) it measures. The assessment should contain directions for students to follow as well as point values for each question type.

- The pre-assessment should be reviewed by your cooperating teacher prior to the submission to University Supervisor. The pre-assessment should be submitted to your University Supervisor prior to the administration of the assessment and with ample time to make necessary corrections.

- Design a simple, clear scoring method. For example, use 3, 4, or 5 items per task, so you can convert scores easily to percentage correct. Other hints: Be sure to include *difficult* knowledge and skills to avoid a ceiling effect (see glossary). Also steer clear of time-consuming tasks such as essay questions or lengthy multiple choice tests on material you do not expect students to know yet. This helps prevent wasting time and avoids pain or embarrassment for students. Clearly explain how you will evaluate or score the pre-assessment **(including mastery levels as defined on cooperating teacher's grading scale)** to determine if the students' performance meets the unit goal(s). **Include all scoring instruments such as rubrics, observation checklists, rating scales, item weights, and/or answer keys.**

2. Pre-Assessment Results and Analysis
Summarize the results of the pre-assessment and analyze the data to develop an assessment plan for monitoring student progress toward the unit goal(s).

- Create a table (example below) in Excel showing the pre-assessment results **for the unit goal(s) or each unit goal**. (Complete only columns 1 & 2). Compute the averages and report classroom results for each unit goal. **You will need a separate table for each unit goal.**

- Analyze the data and link to contextual factors to find patterns of student performance. Describe the patterns you find and how this information will guide specific instructional decisions. **If necessary, revise the unit goal(s), pre-assessment and/or instructional decisions based on pre-assessment results.** Describe the reasoning behind the revision of the goal and instructional revisions. Using your pre-assessment data and the Contextual Factors Table, list individual students and ideas for differentiation (see glossary). Make sure to include any applicable IEP, ELL, reading, math, communication difficulties or extensions for highly motivated and/or advanced students in your accommodations.

Table #: Results for Unit Goal # (Excel Table)

Column 1 *Student Number*	***Column 2*** *Differentiation Needs (ELL, IEP, G/T)*	***Column 3*** *Pre-unit measure (% of total)*	***Column 4*** *Post-unit measure (% of total)*	***Column 5*** *Change in Percentage Points*	***Column 6*** *Was unit goal met? (Yes or No)*
# of 1st student					
(List each student # on a separate line; list ALL students)					
From Col 1: Total number of students:		***Column 2: Average pre-unit score (%):***	***Column 3: Average post-unit score (%):***	***Column 5: Total number of students making gains:***	***Column 6: Total number of students meeting this unit goal:***

- Provide an overview of your assessment plan in a table (refer to example below). List the assessments by unit goal used to judge student performance **before (pre-), during,** and **after (post-)** instruction. The purpose of this table is to illustrate the alignment between unit goals and assessments. Your formative (see glossary) and post-assessments (see glossary) will depend on the size and scope of your unit and the results of your pre-instruction assessment.

Table #: Assessment Plan Overview

Unit goal Addressed	Pre-Instruction Assessment Description(s)	During Instruction Assessment (Formative) Description(s)	Post-Instruction Assessment Description(s)
Unit goal 1			
Unit goal 2			
Unit goal 3			
Unit goal 4			

Dimension 4. Detailed Lesson Plans

Suggested Page length: 3- 4 pages plus 5 representative lesson plans including lesson assessments

Task
You must include at least 5 representative lesson plans for your unit. Each unit goal should be represented in at least one lesson plan. In addition, at least one lesson plan will demonstrate use of technology by teacher candidate and/or students *.

Make a table (example below) that shows where, within the unit, these 5 lessons fall **(and bold each one of the five lesson plans only)**. Include all lessons taught during the unit in the table highlighting those included in the TWS. Along with your table, in a brief paragraph, explain why you chose these 5 lessons as representative lessons.

Table #: Lesson Plan Overview

Lesson #	Unit Goal Addressed	Brief Description

Your submitted lesson plans will follow the outline table. **Make sure that all assessments used are submitted with each lesson plan.**

Each lesson plan must follow the format for the Lesson Plan template and include *all components:*

- **Related state, CCSS and/or national standards and specific objectives** of the lesson with **aligned assessment(s).**
- **Relevance to the unit goal(s)**
- **Materials/Resources/Equipment/References** needed for the lesson (for teacher and students).
- **Introductions and Procedures/ steps of instruction including content** written in detail so anyone could teach your lesson.
- **Differentiation of Instruction (accommodations/modifications/extensions) -** Information on student needs and previous assessment results from Dimension 1 (Contextual Factors) will inform your differentiation and/or interventions (accommodations/modifications/extensions)**.** List these interventions by student number within each lesson plan. As much as possible, the interventions should be specific to each plan. Students with IEPS or who are ELL or GT should have specific accommodations/modifications/extensions. **It may be appropriate to consult with other school personnel (special education teacher, ELL teacher) in creating interventions for special populations.**
- **All assessments,** formative or summative, formal or informal for each less are listed and attached.
- **Analysis of Student Learning and Reflection (refer to questions posed on Lesson Plan Components for each)** on each lesson that includes:

    1. **Use of data to summarize student performance and analyze** whether students learned what was intended.

2. Explanation of what you will do to **increase student learning in future instruction** through interventions (accommodations/modifications, extensions with accommodations/modifications, etc.)

- Examples of instructional technology might include computer hardware and software, the Internet, "smart" board, digital cameras, digital camcorders, digital audio players, heart-rate monitors, midi keyboards, digital microscopes, handheld computers, and data collection probes.

  Examples of technology integration might include P-12 students using multimedia software to create presentations; P-12 students using spreadsheet/graphing software analyze data; P-12 students using digital video to tell a story; P-12 students with special needs/ELL using assistive technology to meet curricular objectives.

  Using a word processor to type lesson plans, showing a video or using the overhead projector, or candidate e-mail communication are ***not*** considered instructional technology for this assignment.

Dimension 5. Post-Assessment Plan and Results

Suggested Page length: 3- 5 pages including pre- and post-table(s) plus copy of post-assessment

Task

Analyze your assessment data, including pre-/post-assessments and formative assessments, to determine students' progress toward meeting the unit goal(s). You will also describe instructional decision making related to unit activities, modification, and technology.

- Design and attach a post-assessment for your unit topic. Make sure that you **align** and **label** each item of the post-assessment with the unit goal(s) and state the point value. Include prompts and/or student directions. Clearly explain how you evaluated or scored the post-assessment. Review the **mastery level** established in Dimension 3 to determine if the students' performance met the unit goal(s). Include all scoring instruments such as rubrics, observation checklists, rating scales, item weights, tests, and/or **answer key(s)**.

- Describe the post-assessment and how it is aligned with your unit goal(s). If the post-assessment is different than the pre-assessment, explain the differences and the rationale for modifying. If the post-assessment is the same, justify this decision.

- For each unit goal, copy and insert the table from Dimension 3. The completed table (example below) should include the following information for all students in the class: student number (Column 1), differentiation needs (Column 2), pre-unit measure (Column 3), post-unit measure (Column 4), gains (Column 5), and whether the Unit goal was met for each student (Column 6). Use percent of total correct for Columns 3 and 4. The purpose of this table is to provide an overview of the impact of your instruction on students' attainment of **<u>each</u>** unit goal.

Table #: Results for Unit Goal # [Sample]

Column 1 Student Number	**Column 2** Differentiation Needs (IEP, ELL, G/T)	**Column 3** Pre-unit measure (% of total)	**Column 4** Post-unit measure (% of total)	**Column 5** Change in percentage points	**Column 6** Was Mastery of the Unit Goal met?
Student #1	IEP	25%	70%	45%pts	No
Student #2	GT	80%	100%	25% pts	yes
Student #3	IEP	50%	80%	30%pts	no
Student #4	GT	60%	65%	5%pts	no
Student #5	NONE	70%	85%	15%pts	yes
Student #6	NONE	77%	80%	3%pts	no
Student #7	ELL	45%	60%	15%pts	no
Student #8	ELL	70%	88%	18%pts	yes
Student #9	GT	100%	100%	0%pts	yes
Student #10	NONE	85%	88%	3%pts	yes
Column 1 Total number of students:		**Column 3** Average pre-unit score (%):	**Column 4** Average post-unit score (%):	**Column 5** Total number of students making gains:	**Column 6** Total number of students meeting this unit goal:

- Write a **summary of the class progress** to address the following prompts:

1. Use the overall pre- and post-assessment data to describe the impact on student learning of the entire unit. Make sure to reference the data to support your conclusions.

2. On which unit goal or lesson objective did students do well? Why do you think so?

3. On which unit goal or lesson objective did students do poorly? Why do you think so?

4. On the unit goal or lesson objective on which students did poorly, what would you change instructionally and why to ensure mastery by all students?

5. Using your Excel data table, choose one learning goal and **sort the data by mastery or gains.** Include sorted table(s) and discuss individual students who met mastery (85%) or did not meet mastery or who made significant or minimal gains.

Table#: Results for Unit Goal# Sorted by Mastery Sample

Student Number	ELL, IEP, GT	Pre-unit assessment (% of total)	Post-unit assessment (% of total)	Changes in percentage points	Was Mastery of the Unit Goal Met?
Student #6	None	77%	80%	03%pts	no
Student #4	GT	60%	65%	05%pts	no
Student #7	ELL	45%	60%	15%pts	no
Student #3	IEP	50%	80%	30%pts	no
Student #1	IEP	25%	70%	45%pts	no
Student #9	GT	100%	90%	-10%pts	yes
Student #10	None	85%	88%	03%pts	yes
Student #5	None	70%	85%	15%pts	yes
Student #8	ELL	70%	88%	18%pts	yes
Student #2	GT	80%	100%	20%pts	yes

6. Discuss interventions (accommodations/modifications/extensions) you used for students including those described in Dimension 1 and others. Explain which were most effective, which were least effective, and why you think so.

7. Instructional Technology:
   a. Looking over your entire unit, list all of the ways you and/or your students used instructional technology, including any Assistive Technology.
   b. Reflect on the benefits and drawbacks of the technology you chose to use.

IMPORTANT: Mastery of English language usage and writing skills and appropriate format are expected.

Glossary

Accommodations – Support provided to diverse learners needed to successfully demonstrate learning. Accommodations should not change expectations or standards and/or assessment.
Align – Showing direct connection between two ideas.
Asset perspective - An asset approach does not start with what is lacking or problematic. It focuses on what capacities the individual has, that are assets. It is referred to as the glass "half-full" approach.
Authentic – Activities and assessments that resemble real world tasks.
Ceiling effect - Occurs when a student attains the maximum score or attains the maximum score or "ceiling" on an assessment and thus prevents the appraisal of the full extent of the student's knowledge.
Contextual Factors – Description of pertinent community/school/classroom characteristics that may influence teaching and learning.
Differentiate – Recognizing students varying background knowledge, readiness, language, preferences in learning, interests, and reacting responsively in designing instruction. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process (http://www.cast.org/publications/ncac/ncac_diffinstruc.html).
Environmental Demands - The environment demands that can or may interfere with learning. One such demand can be the climate of the classroom, including temperature, noise, uncomfortable seating arrangements, and/or students in groups that place their back to the teacher and/or board. In addition, students working in small groups can present an environmental demand that is difficult for some group members who may have difficulty concentrating on their group's discussion since they are distracted by conversations of other groups.
Formative Assessment – Measurement of student learning taken during unit instruction in order to make necessary changes to teaching to ensure mastery of unit goals. Feedback from formative assessment should also be provided to students with opportunity for improvement.
Interventions – Accommodations or modifications made to instruction and assessment to meet the needs of diverse learners.
Unit goals – Big ideas or concepts of the unit; driven by state or national academic standards.
Lesson Objective – A measureable statement of student achievement that is within a specific lesson that leads to achieving unit goal. Includes a behavior, condition, and criterion for mastery.
Modifications – Changes made to standards and/or assessment in order to meet the needs of diverse learners that alter typical expectations or standards for the class. Modifications are made when expectations go beyond ability level of student.
National Standards – Often used in K-12 content areas because of the complexity in teaching multiple grade levels.
Pre-Assessment – Administered prior to teaching in order to measure students' prior knowledge of content. Data should be used to plan instruction and measure individual needs.
Post-Assessment – Often referred to as "summative assessment." Provides information regarding students' understanding of unit goals after unit is taught.
Rationale – Reason behind decisions made; should be convincing and related to contextual factors, application to real life, and/or educational research.
Real-life Application – How content can be related to everyday life for students.
State Content Standards – Although based upon national standards, state standards are specific to each state. These are used in the core academic areas of English Language Arts, Mathematics, Science, and Social Studies in grades kindergarten through 12.