TEACHER WORK SAMPLE GUIDELINES

TRANSITION TO TEACHING

EDUT 590/595

STUDENT TEACHING:
ELEMENTARY/SECONDARY EDUCATION
TEACHER WORK SAMPLE GUIDELINES

Introduction:

Your Teacher Work Sample (TWS) consists of many individual components that will be submitted throughout the student teaching experience for a grade and feedback from your Instructor. Each component will be a step toward proving that you can increase P-12 student learning through lessons taught by you in your classroom. At the end of the course, you may choose to put all of the components together into a portfolio to have for future use in your teaching career.

The components of the Teacher Work Sample consist of the following:

1. Analysis of the school setting and class profile
2. Development of a Classroom Management Plan
3. Development of a Unit of Instruction consisting of a minimum of 5-7 individual lesson plans making up the Unit.
   a. Determination of Unit Goals and Lesson Objectives based on Core Curriculum/State Academic Standards
   b. Creation of Learning Activities to support and align with lesson objectives
   c. Creation of Formative and Summative Assessments that align with learning activities and lesson objectives
   d. Formulation of lesson plans including pre assessment data, core curriculum standards, learning activities, differentiation, formative and summative assessments, and post lesson assessment
4. Development and Use of Pre/Post Unit Assessments to show student learning
5. Use of assessment data to drive differentiated instruction and modification of lesson plans
7. Successful demonstration of Professional Dispositions
8. Successful demonstration of Core Teaching Standards
9. Reflection on Unit of Instruction

Just as your students will be evaluated on their ability to meet the State Academic Standards in your content area, so you will be evaluated on your ability to meet the Core Teaching Standards. The InTASC Core Teaching Standards are grouped into four general categories.

The Learner and Learning:

**Standard #1:** Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2:** Learning differences: The teacher uses understanding of individual differences and diverse cultures and communicates to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content:

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice:

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility:

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TWS Component #1: School Setting and Class Profile

To be able to begin the process of evaluating the needs of your students, you must first have a clear picture of the school setting where you are completing your student teaching. Each individual student is a part of the larger class; each class is a part of the larger school; and each school is a part of the larger community. To fully understand your students, you must understand all three settings.

You will use the chart in Blackboard to analyze the community, your specific school setting, and the profile of your assigned class.
First you need to research the community in which the school is located. If it is an urban or suburban school, find statistics on the city or town where the school is located. If it is a rural school, you may want to research the county in which the school is located. Try to disaggregate the city information for the cities within this county from the rural county information if possible. You might be surprised by the amount of detailed information that is available about every city and town in Indiana.

Make sure that you find information about
- family income levels in the community,
- percentage of the population living in poverty,
- ethnic distribution of the population,
- types of families in the community, and
- the education level of the population.

Any other information that you find interesting and think might help you in better understanding the community in which you are teaching can be added to the form.

Next you will collect information about the entire school in which you are teaching. You will record the grade levels in your school, and the total enrollment of your particular school, not the entire school corporation. You need to find out
- the percentage of students qualifying for free and reduced lunch,
- the percentage of English Language Learners,
- the percentage of Special Education students,
- the percentage of High Ability students, and
- the ethnicity distribution of the students in the school.

You will then analyze your specific classroom for your student teaching. Identify the grade level, age ranges of the students, and total number of students in the class. You will complete the class profile table to help you identify the learning needs of each student in your classroom. Make sure that you use numbers on the table to identify students and keep a master list of which students have been assigned which numbers. You will need to cross-match, aggregate and disaggregate data on these students throughout your course.

Once you have gathered information on your community, school and class, you will submit a journal entry summarizing your findings. This will be submitted in Workshop Two.

### TWS Component #2: Classroom Management Plan

In your EDUT 580 or EDUT 548 Classroom Management course, you learned how to create a classroom management plan. You will follow those same guidelines to create a classroom management plan for the classroom in which you are doing your student teaching. You should make sure you cover behavior management, organizational management, and classroom expectations in this plan. This classroom management plan will be submitted in Workshop Three.

### TWS Component #3: Unit Plan Overview

In your EDUT 578 Content Methods or your EDUT 550 Elementary Methods course, you learned how to create a unit of instruction. You will decide with your Cooperating Teacher on a topic of study for your Unit Plan. You will use the Unit Plan Overview Template to plan a unit of instruction for your student teaching. Follow the same process you did to create the unit plan in your methods course starting with Unit Goals and aligning Academic Standards to these goals. Formative and Summative Assessments will be included, as well as Learning Activities and
Differentiation. You will also use the Transition to Teaching Lesson Plan Template to create each of the lesson plans in the unit.

**TWS Component #4: Pre and Post Assessments**

Once you have established the state and academic standards that are directly linked to what it is you plan to teach, you must conduct some sort of diagnostic pre-unit assessment to see what your students already know and/or can do in that particular content area. This keeps you from wasting time teaching something your students already know, and enables you to assess learning at the end of the unit. Make sure that the assessment aligns directly to the standards on which your unit plan is based.

Teaching lessons is a big part of what teachers do, but it’s important to remember that lessons are simply the means to an end. The “end” is improved student learning, and that has to be the first and foremost goal in your mind every time you do anything related to teaching.

To show evidence that the students you just taught actually achieved the target you set out for them via the lesson plan objectives that are aligned to the state academic standards, you’re going to have to do some sort of post-assessment to see how much learning took place. The most common way to do that post-assessment is to use a post-test that mirrors the pre-test you already did before the lesson or unit began. Some teachers use the exact same test, others have a longer post-assessment tool that includes within it all the exact same questions asked in the pre-test. The use of identical instruments is considered more scientific because you are using the same variables, the same content, and the same way of asking for information both times. Doing that leads to greater validity in your assessment procedures, which means greater validity in the data you collect about student learning.

With the post-assessment data, you are prepared to analyze how each student and each demographic group of students performed. You can evaluate how much they learned about which topics in which standards in your unit. Once your analysis is complete and you’ve drawn appropriate and logical conclusions about the data, you should make adjustments in what the next lessons will include. The most effective teachers use data collection, data analysis, and professional reflection to make future decisions about instruction, assessment, materials to use, and student mastery of standards.

You should also include Pre/Post Assessments for individual lessons within the Unit to evaluate if modifications to instruction need to take place as your Unit is progressing from lesson to lesson.

**TWS Component #5: Use of Assessment Data to Drive Differentiated Instruction**

Once you have given your Pre-Test for the Unit and have evaluated the needs of your students through your class profile, you have data to begin differentiating instruction for individual students. You can assess the needs of each student through the use of this assessment data. You will begin determining learning styles, differentiating for special needs identified in IEP’s and evaluating the individual needs of learners to help you modify curricular choices to develop appropriate, quality learning experiences to meet the needs of every student.

This constant evaluation will continue throughout the unit as you use formative assessments on a daily basis to judge progressive learning. When you find through an assessment that a student has not reached the level of understanding and mastery needed, you will need to modify your instruction to bring that student to the appropriate level of mastery. This is an ongoing, continuous process in teaching.
For this reason, continuous formative and summative assessments are absolutely critical. It is also important to use a variety of different assessment tools. Within each lesson plan, you will use several different assessment tools to determine if your students have learned what you have taught. Complete the TWS Assessment Strategies Table for the lesson plans in your TWS Unit of Instruction. This chart will help you determine if you are using an appropriate variety of assessment tools. If you notice that you are not using appropriate tools, then revisions should be made to include all of the different types of assessment tools.

Some questions to think about in analyzing your assessment data are:

1. Once you collected individual, groups and whole class data, how did you aggregate and disaggregate the data for comparisons for each identified learning goal?
2. Did you organize student data in a clear format such as graphs, charts, or tables?
3. In what ways did you use the data you collected to create and implement differentiated assessments?
4. What assessment tools were used throughout the unit and how did these meet diverse student needs?
5. In what ways did your choice of assessment tools demonstrate fairness?
6. In what ways did you modify instruction based on assessments?
7. In what ways did you maintain written records of student learning?
8. How and when did you report on student learning to parents and/or guardians?

TWS Component #6: Daily Time Management Plan for a Day in the Elementary Classroom

An elementary school setting is very different from a secondary school setting. In a secondary school, each period of the day is roughly the same length. Students move from one class to the next, generally when a bell rings to signify the end of a class period. The secondary teacher teaches a lesson for the duration of a class period and then gets a new set of students to either teach the same lesson again if it is the same grade level and class or teach a different lesson. In the elementary school, however, you have the same students for the entire day and must plan how you will divide that day to cover many different content areas. You also must collect milk and lunch money, check their backpacks in the morning for notes from parents, take them to lunch, possibly supervise recess with them, make sure they get to each of their different specialty classes at the appointed time, take them to the library to get and return books, make sure they have everything in their backpack that they need to take home, and depending on the grade level, even feed them a snack and tie their shoes.

You will develop a Daily Time Management Plan to map out each day during a week in your classroom. This will not include all of the lessons that you will teach, but merely organize the time frame that you will use for each activity throughout the day. How much time will you spend on each subject and how does that fit in with the other times where your students must be in a specific area at a specific time during the day? Your Cooperating Teacher will be able to help you with this plan.

TWS Component #7: Professional Dispositions

Every teacher must consistently demonstrate professional dispositions in order to be successful in the profession. A person can have a great deal of content knowledge, and even an understanding of the pedagogy involved in teaching, but without exhibiting professional dispositions, this person will not be effective as a classroom teacher. These dispositions will be evaluated by both your Cooperating Teacher and your University Instructor. These professional dispositions include such things as: Valuing and respecting all students; Treating all students with fairness; Valuing the knowledge, experience, and wisdom of other professionals; Recognizing the need to have a passion for teaching; Taking responsibility for student learning;
Valuing the importance of such personal characteristics as a positive attitude, punctuality, proactive work ethic, time management; Committing to ethical and moral behavior; Committing to professional growth as a teacher; Valuing a pluralistic, diverse community of learners; and Valuing collaboration, creativity and critical thinking in students and teachers alike.

**TWS Component #8: Core Teaching Standards**

To enter the classroom as an effective teacher, every candidate must exhibit the mastery of certain core teaching standards in their preparation for licensure. You will be evaluated by both your Cooperating Teacher and your University Instructor on your mastery of the InTASC Core Teaching Standards that are listed above. Failure to demonstrate these core teaching standards to a level of competency will result in you failing to meet the requirements of the student teaching course. The Student Teaching Evaluation Form will be used to assess your mastery of these standards.

**TWS Component #9: Professional Reflection**

For a teacher to be successful, he or she has to be able to effectively reflect on his or her teaching in order to ensure the success of every student. There are times when your lessons will go just according to plan and you will be able to clearly see student progress and learning as it unfolds. Then there are other times that nothing that you planned seems to work and you have to start all over with a new plan to achieve your goals and objectives. Being able to reflect on and evaluate your own teaching enables you to be cognizant of the difference between these two situations.

Professional reflection does not mean that you only focus on everything that went wrong in your teaching and continually beat yourself up for all of your mistakes. You must recognize things that didn’t work, but you must also be aware of things that did work so that you can repeat those successes as well as eliminate the failures. Daily reflection is critical in teaching. You will be keeping a daily journal during your student teaching to record successes, frustrations, triumphs, inspirations, and other reflections on your experience. These daily journals will be submitted for each workshop in the course.

**TWS Final Reflection for the Course**

You will be turning in each of these components throughout the course of your student teaching. You will also do a final reflection of all of the TWS components at the end of your student teaching experience. Following is a chart to show you what you will need to supply at the end of your student teaching experience that reflects each of these components.

<table>
<thead>
<tr>
<th>TWS Component</th>
<th>What to Include</th>
<th>Suggested Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 School Setting and Class Profile</td>
<td>How did your knowledge of the school setting and class profile enable you to increase student learning? How did you differentiate instruction as a result of this information? Give specific examples.</td>
<td>1-2 paragraphs</td>
</tr>
<tr>
<td>#2 Classroom Management Plan</td>
<td>How did your classroom management plan enable you to increase student learning? Give specific examples.</td>
<td>1-2 paragraphs</td>
</tr>
<tr>
<td>#3 Unit Plan</td>
<td>How did you see evidence of increased student learning as you implemented your Unit Plan of Instruction? Explain how diverse student needs were met. Which instructional methods were most effective in your teaching? Give some examples of where you had to modify instruction and explain why these modifications were necessary. How well was each individual objective met? Cite statistical evidence. Share any specific successes in your Unit Plan that you would like to share.</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>#4 Pre and Post Assessments</td>
<td>Show a statistical analysis of each item in your pre and post assessments to prove increased student learning. How did pre assessment data influence instruction? How did post assessment data verify student learning? Charts and graphs may be used along with narrative explanation.</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>#5 Data Driven Instruction</td>
<td>How did you use data that you collected throughout your teaching experience in addition to pre and post Unit assessments to drive your instructional decisions? Use statistical evidence to show this. Show graphs, charts, or tables where you have aggregated and disaggregated the data for comparisons for each identified learning goal in your Unit plan. Then explain how instruction was modified based on this data. Refer to assignment 7.4 for examples.</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>#6 Daily Time Management Plan (Elementary Candidates Only)</td>
<td>How did your plan help your students’ day run more smoothly? What is the most difficult part of managing time in an Elementary classroom? How did you arrange your time in the classroom to best</td>
<td>1-2 paragraphs</td>
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<tr>
<td>Assignment</td>
<td>Description</td>
<td>Pages</td>
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<td>#7 Professional Dispositions</td>
<td>How well do you feel you have demonstrated the professional dispositions that are necessary to be a successful teacher? You may address the dispositions on the Student Teaching Dispositional Assessment Form as well as any others that you feel are important.</td>
<td>1-2 paragraphs</td>
</tr>
<tr>
<td>#8 Core Teaching Standards</td>
<td>How well do you feel you have demonstrated the 10 InTASC Core Teaching Standards that were outlined at the beginning of the course? Please address each standard individually and give specific examples of evidence from your student teaching experience.</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>#9 Professional Reflection</td>
<td>How has professional reflection during your student teaching enabled you to grow professionally?</td>
<td>1-2 paragraphs</td>
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<tr>
<td>School Improvement Research</td>
<td>Explain the data that you collected from your interviews and how you were able to synthesize the school improvement goals into your instruction.</td>
<td>2-3 paragraphs</td>
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</tbody>
</table>