Teacher Work Sample
Indiana Wesleyan University
Capstone Requirement
Teacher Work Sample

• There are multiple teaching processes identified by research as fundamental to improving student learning. The TWS is a best practice instructional process.
Teacher Work Sample

Teachers need to not only be deliberative and purposeful in designing instruction that enables students to meet learning standards and goals, but.....
Teacher Work Sample

...they also need to be able to document the degree to which learning occurs in their classrooms as a result of their teaching.
Teacher Work Sample

• The purpose of the TWS is to provide pre-service teachers with a deliberate, step-by-step process...
Teacher Work Sample

.....by which they design

a unit of instruction

along with an assessment plan.

• Designed to measure the

growth in student learning

that results from the planning.
Teacher Work Sample

• Learning at its best...
• is a result of sharing information and ideas,
• challenging someone else’s interpretation and having to rethink your own,
• and working on problems in a climate of mutual support. (Alfie Kohn)
Teacher Work Sample

The student teacher will

• know their students,
• reflect on the teaching,
• make instructional changes and
• redirect the instruction as dictated by all assessment outcomes.
Teacher Work Sample

• A successful pre-service teacher supports learning by designing a Teacher Work Sample that contains multiple assessment and instructional strategies. The project is built and therefore focuses on each student’s prior knowledge, strengths, as well as areas of concern.
PROCEDURES FOR THE TEACHER WORK SAMPLE

TASKS TO BE DONE
Procedures for Teacher Work Sample

1. Design an instructional sequence.
2. Design and administer a pre-assessment to the students.
3. Aggregate and analyze data from the assessment.
4. Develop and/or adjust instructional plans.
Procedures for Teacher Work Sample

5. Deliver instruction.
7. Aggregate and analyze data.
8. Construct a data display.
Procedures for Teacher Work Sample

• 9. Write a reflective commentary on the process focusing how data were used to adapt and modify to meet student-learning deficiencies identified in the assessment process.

• 10. Provide evidence that you have carried out your plans and have implemented them successfully.
INSTRUCTION PLAN & ASSESSMENT PLAN OF THE TEACHER WORK SAMPLE
Procedures for Teacher Work Sample

• INSTRUCTIONAL PLAN

• ASSESSMENT PLAN
INSTRUCTIONAL PLAN

1. Student Characteristics
2. Unit Plan
3. Lesson Plans
4. Reflection & Evaluation
Procedures for Teacher Work Sample

INSTRUCTIONAL PLAN

1. STUDENT CHARACTERISTICS

This section lays the foundation for everything else you will create in the TWS.

This section will not only help your assessor understand the instructional context of your classroom, but will help you think about and plan for the unique learning requirements for each of your students.
Procedures for Teacher Work Sample
INSTRUCTIONAL PLAN

1. STUDENT CHARACTERISTICS

The whole purpose of the TWS is for you to demonstrate that you know how to help ALL STUDENTS become successful learners. Strong responses take an in-depth, caring look at each child in the classroom.
Procedures for Teacher Work Sample

INSTRUCTIONAL PLAN

1. STUDENT CHARACTERISTICS

What do I need to know about each of my students to help me help each one of them to become a successful learner?
Procedures for Teacher Work Sample

INSTRUCTIONAL PLAN

1. STUDENT CHARACTERISTICS

Age, gender, race/ethnicity, special needs,
Achievement/developmental levels,
Unusual cultural or community characteristics,
languages other than English, or other
factors that should be considered in the
design of instruction and assessment.
Procedures for Teacher Work Sample

• The Class Profile Table is to be included in Chalk & Wire. It will reflect the information regarding each student in your classroom.

• This table will document the student characteristics. {See handout & LS}
Procedures for Teacher Work Sample

INSTUCTIONAL PLAN

2. UNIT PLAN

Include the unit plan, block plan and daily plans.

Incorporate the lesson plans that include the pre-test and post-test.

Show how instruction was implemented using the pre-test data.
Procedures for Teacher Work Sample

INSTUCTIONAL PLAN

3. LESSON PLANS

Minimum of 4 lesson plans

Your TWS pre-test must be included as part of the first lesson plan you submit.

Your post-test should be included in one of the subsequent lesson plans.
Procedures for Teacher Work Sample

INSTRUCTIONAL PLAN

4. REFLECTION & SELF-EVALUATION

Use lesson plan self-answer questions to guide your reflection and response (part of your daily plans).

Provide examples of instructional decision-making based on pre-assessment data and on students’ learning or responses during the lessons.
Procedures for Teacher Work Sample

INSTRUCTIONAL PLAN

4. REFLECTION & SELF-EVALUATION

Describe what you did and clarify why these actions would improve student progress toward the learning objectives.

Describe the instructional strategies and activities that contributed most to student learning.
Procedures for Teacher Work Sample

INSTUCTIONAL PLAN

4. REFLECTION & SELF-EVALUATION

Describe why you think these strategies and/or activities were effective in helping your student reach the learning objectives of the lesson(s).

What were the two greatest barriers to learning for your students in this unit? Focus only on factors you can affect as a teacher.
Procedures for Teacher Work Sample

REVIEW: INSTRUCTIONAL PLAN

1. Student Characteristics
2. Unit Plan
3. Lesson Plans
4. Reflection & Evaluation
ASSESSMENT PLAN

• 1. Pre-test
• 2. Formative Assessment
• 3. Post-test
• 4. Quality Control
Teacher Work Sample

• What teachers know and can do make the most difference in what children learn.

• Linda Darling-Hammond
Procedures for Teacher Work Sample

ASSESSMENT PLAN

1. PRE-TEST

Aligned with unit plan, standards and objectives
Appropriate for level and subject area
Clear criteria for assessment (rubric developed)

Data analysis and description
Procedures for Teacher Work Sample

ASSESSMENT PLAN

1. PRE-TEST

Data analysis and description

Must include student learning data that are aggregated and displayed in a form that can be readily analyzed and from which conclusions can be drawn about student understanding and mastery of the learning outcomes.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

2. FORMATIVE ASSESSMENT

The process of determining student learning prior to a final, summative assessment at the end of a lesson or unit of instruction.

Multi-step process
Procedures for Teacher Work Sample

ASSESSMENT PLAN

2. FORMATIVE ASSESSMENT

Teachers ...

(a) design various assessments, both formal and informal, to develop an understanding of what students have learned;

(b) revise or modify lesson plans to address gaps in student learning identified to formative assessments; and

(c) continue the formative assessment process to determine the degree to which all students have learned the expected material.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

2. FORMATIVE ASSESSMENT

Informal assessments designed to monitor student learning

Questions and answers, games, guided and individual practice, etc

• Formative assessments are developed and planned, correlated with instructional objectives. The formative assessment plan must be included in the TWS.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

3. POST-TEST

- Must be the same as the Pre-test
- Data analysis and description
- Displayed in a form that can be compared to the Pre-test
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

A. Fair
B. Accuracy
C. Consistency
D. Freedom from bias
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

A. Fair

1.) Using alignment charts or curriculum maps, document HOW students have been taught the knowledge and skills upon which they were tested.

2.) Using assessment descriptions and scoring rubrics, document HOW students understand what is expected of them.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

A. Fair

Do they assess what students have been taught?

Is the scoring rubric criteria accurately described and clearly understood?
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

A. Fair

If the assessment of student performance is subjective, a rubric must be developed that includes the essential elements of the performance, and the descriptors of unacceptable, acceptable and exemplary levels for each element.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

B. Accuracy

Assessments are accurate when they measure what they are designed to measure.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

B. Accuracy

1) Using alignment charts or maps, document how assessments aligned with unit goals, standards and learning objectives.

2) Demonstrate that the complexity of the assessment is similar to the standards with which it is aligned.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

C. Consistency

Assessments are consistent when the produce dependable results or results that would remain constant on repeated trials.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

C. Consistency

Using your observations of your students’ performances in similar situations, document the degree to which the results from this assessment are consistent with these other findings.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

D. Freedom from Bias

Assessments are free from bias when contextual distractions are removed from the testing situation (free of racial and ethnic stereotypes, poorly conceived language and other forms of insensitivity) that might interfere with student performance.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

D. Freedom from Bias

1.) Describe the conditions under which the assessment is administered, taking into consideration:
   a) Extraneous noise levels, lighting conditions, any condition that would cause student discomfort, and the functionality of any equipment necessary for the assessment situation.
   b) Technical considerations, such as proper instructions, well-worded questions and appropriate materials reproduction.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

D. Freedom from Bias

2) Document the review process that determined that the assessment is free of racial and ethnic bias, stereotypes, poorly written or ungrammatical test questions, unfair task situations, and other forms of bias.
Procedures for Teacher Work Sample

ASSESSMENT PLAN

4. QUALITY CONTROL

A. Fair
B. Accuracy
C. Consistency
D. Freedom from bias
FLOW OF THE TWS

BEFORE, DURING AND AFTER THE TEACHING
Teacher Work Sample

BEFORE THE TEACHING
DURING THE TEACHING
AFTER THE TEACHING
Teacher Work Sample

Before you teach.....

*collaborate with your supervising teacher
*determine a comprehensive unit

The Unit must be based on existing curriculum and state standards.
Teacher Work Sample

Before you teach.....

*Describe the Student Characteristics
*Identify learning goals
  (State standards/Common Core Standards)
*Create the unit plan
*Use precise daily learning objectives that clearly support the learning goals and standards
*Create a pre and post assessment tool
  (Same tool/test)
*Create formative (daily) assessment tools to assess knowledge gained

  * Formulate a Block Plan (in pencil)
Teacher Work Sample

- You don’t have to see the whole staircase, just take the first step.

- Dr. Martin Luther King, Jr.
Teacher Work Sample

- During the Teaching:
  * Administer the Pre-test
  * Analyze, aggregate and chart the outcome
  * Design lesson plans (appropriate, engaging at the correct level of difficulty and complexity)
  * Teach to the specific objective
  * Acquire tangible formative (daily) assessment
Teacher Work Sample

**After the Teaching....**

* Analyze and document Quality Control issues.

* Write a reflective commentary.

* Construct a data display showing both pre and post-assessment data.
  * Conclusions must clearly be drawn.

* Use appropriate data as artifacts in the E-Folio.

* Submit the TWS in the prescribed format as part of the e-folio requirements.
REPORTING RESULTS

Documentation of Student Learning
Reporting Results

- Documentation of Student Learning

How will you organize, describe and present your TWS data to demonstrate the degree to which your instruction resulted in improved student learning?
Reporting Results

1. **Pre/post test instrument(s)**;

2. **Data table(s)** comparing pre-test scores and post-test scores for individual students.
<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>G</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>H</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>I</td>
<td>7</td>
<td>12</td>
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<td>J</td>
<td>2</td>
<td>4</td>
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<td>K</td>
<td>7</td>
<td>11</td>
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<td>5</td>
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</tr>
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<td>M</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>N</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>O</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>
Reporting Results

(a) create a chart comparing class averages for pre- and post-tests, and

(b) create a chart showing the percent of class mastery for both pre- and post-tests for both classes
Reporting Results

• PERIOD #1
  • Average Pre-test 4.5
  • Average Post-test 9.1

• PERIOD #2
  • Average Pre-test 3.9
  • Average Post-test 8.1
This page shows how to construct display charts in Microsoft Excel from your pre- and post-test data.
Reporting Results

• Period #2

• Period # 3
Reporting Results

• Period #1 ...........................................Period #2
  Percent of Pre-test Mastery
• 37.90 %                                  32.90%
  Percent of Post-test Mastery
• 75.80 %                                  67.50%
Reporting Results

• Summary statistical tables and/or charts showing:
  • (1) Initial percent of mastery for individual students on the pre-test;
  • (2) Final percent of mastery for individual students on the post-test;
Reporting Results

• (3) Average degree of improvement for all students from pre-test to post-test;
• (4) Number and percentage of students whose learning increased, stayed the same, or decreased.
Average Pre-Post-Test Scores:
All Classes

<table>
<thead>
<tr>
<th>Period</th>
<th>Pre-test Avg</th>
<th>Post-Test Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>4.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Period 2</td>
<td>9.1</td>
<td>8.1</td>
</tr>
</tbody>
</table>
Comparison of Pre- and Post Test Mastery: All Classes

- Period 1: Pre-Test Mastery 37.90%, Post-Test Mastery 75.80%
- Period 2: Pre-Test Mastery 32.90%, Post-Test Mastery 67.50%

Legend:
- % Pre-Test Mastery
- % Post-Test Mastery
TEACHER WORK SAMPLE

SUBMISSION REQUIREMENTS
TWS Submission Requirements

- Anonymity
  - Submit student work and other evidences of your instructional journey.
  - It is imperative that all students remain anonymous in the TWS document.
  - Fictional names or numbers can be recorded.
  - Student pictures may be used if written permission has been granted.
TWS Submission Requirements

• References and Credits

• If another person’s work is used or referred to in any way, you must cite the research. All web sites utilized must be clearly established as well.
TWS Submission Requirements

• **Narrative Length**

• No more than two pages per each phase of the narrative (except, Lesson Plans) is expected.

  i.e. Student Characteristics, Unit Overview, Block Plan, Lesson Plans, (much more than two pages) Pre and Post Assessment Dialogue, Quality Control Issues, Reflection and Self-Evaluation
TWS EVALUATION

- The completed document will be evaluated using the provided the Assessment Rubrics:
  - ***Teacher Work Sample Design and Assessment Rubric***
  - ***Unit Plan Development and Assessment Rubric***
  - ***Lesson Plan Design and Assessment Rubric***
• I never attempt to teach my pupils; I only attempt to provide the conditions in which they can learn.

• Albert Einstein
TEACHER WORK SAMPLE

- STUDENT TEACHING HANDBOOK
  http://www.indwes.edu/Academics/CAS/School-of-Teacher-Education/Student-Teaching/

Use your specific TWS format for your content area.
TEACHER WORK SAMPLE

- STUDENT TEACHING RESOURCES
- Unit & Lesson plans, rubric, TWS
  http://www.indwes.edu/Academics/CAS/School-of-Teacher-Education/Student-Teaching-Resources/

Use your specific TWS format for your content area.
TEACHER WORK SAMPLE

CHALK & WIRE MODEL PORTFOLIO

TEACHER WORK SAMPLE

DISCUSSION