



## Saint Mary-of-the-Woods College

### TEACHER WORK SAMPLE

#### What is a Teacher Work Sample?

The Teacher Work Sample (TWS) is an authentic performance assessment for teacher candidates that provides evidence of a teacher candidate's understanding of the teacher's impact on student learning process. The TWS at Saint Mary of the Woods College includes six sequential elements. Another purpose of the TWS is to connect theory to practice. Teaching candidates will construct a content-related group of lessons or unit plan for an individual student or group of students. Formative, summative, and pre-assessments guide the candidate in making data-based decisions for future teaching of students.

The Education Department Goals (EDPG) lay the foundations for the TWS. It is through these goals (EDPGs) that the relationship is made between theory and practice.

The TWS is to be initially implemented and/or completed during Tier II, Tier III (and Tier IV if applicable) and/or during student teaching.

This is an instructional packet for the TWS process. Teacher candidates are to follow these steps as closely as possible.

#### Teacher candidate will:

1. design an instructional sequence that includes a series of lessons and an assessment plan. (EDPG 2, 6, 7)
2. design and administer a pre-assessment to students. (EDPG 2, 6)
3. aggregate and analyze data from the pre-assessment. (EDPG 2, 4, 6)
4. develop and/or adjust instructional plans based on pre-assessment data. (EDPG 2, 8)
5. deliver instruction based on results on pre-assessment data. (EDPG 2, 4, 7, 8)
6. design and administer a post-assessment to students. (EDPG 2, 4, 6)
7. aggregate and analyze data after instruction. (EDPG 2, 6)
8. construct a data display showing both pre- and post-assessment data. (EDPG 2, 6)
9. write a reflective commentary on the process, focusing how data were used to adapt and modify instruction. (EDPG 2, 5, 6, 7, 8)

## EDUCATION DEPARTMENT PROGRAM GOALS (EDPG)

(June 2011)

The Education Department has adopted the ten InTASC Model Core Teaching Standards (April 2011) as its program goals and an eleventh goal that reflects SMWC's heritage as a religious-affiliated institution. These goals define what educators should know and be able to do.

1. Learner Development: The competent, caring, professional educator 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.
2. Learning Differences: The competent, caring, professional educator recognizes individual differences, diverse cultures and communities to design inclusive learning environments that enable all students to meet high standards.
3. Learning Environments: The competent, caring, professional educator works with others to create a variety of environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge: The competent, caring, professional educator 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.
5. Application of Content: The competent, caring, professional educator connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues of social justice and environmental concerns.
6. Assessment: The competent, caring, professional educator uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, to impact student learning, and to guide the teacher's and learner's decision making.
7. Planning for Instruction: The competent, caring, professional educator plans instruction that supports all students 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.
8. Instructional Strategies: The competent, caring, professional educator uses a variety of instructional strategies to encourage learners to develop a usable understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice: The competent, caring, professional educator engages in ongoing professional learning and uses evidence to ethically 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 all students.
10. Leadership and Collaboration: The competent, caring, professional educator assumes leadership roles when appropriate, 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.
11. Professional Behavior: The competent, caring, professional educator frames teaching within moral, ethical, and social contexts.

**Saint Mary-of-the-Woods College**

**Teacher Work Sample**

**Cover Page**

**Teacher candidate name** \_\_\_\_\_

**Licensure/program area** \_\_\_\_\_

**College Supervisor** \_\_\_\_\_

**School/Center** \_\_\_\_\_

**Grade/age** \_\_\_\_\_

**Subject** \_\_\_\_\_

**Date** \_\_\_\_\_

**Course number** \_\_\_\_\_

**Tier number (if applicable)** \_\_\_\_\_

**Score** \_\_\_\_\_

**TEACHER WORK SAMPLE:  
DEMONSTRATING YOUR IMPACT ON STUDENT LEARNING**

**PLANNING:**

**How do you know?**

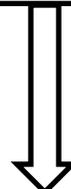
1. Classroom Context/Community and Family Engagement



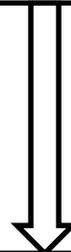
2. Assessment of Prior Knowledge/Establishing a Baseline



3. Planning Instruction



4. Teaching and Learning



5. Assessment Results and Analysis of Student Learning



6. Reflection and Self-Analysis

**IMPLEMENTATION:**

**Teaching**

**POST:**

**What did you find out?**

## **Step 1 Classroom Context/Community and Family Engagement**

- a. Provide a brief overview of classroom/school environment. Discuss relevant factors related to your current classroom placement and community and how these factors may affect the teaching learning process. Include any supporting evidence and challenges that affect instruction in your current placement. Examples of classroom factors are but not limited to size and arrangement. Examples of student characteristics include but not limited to socio-economic status, gifts and talents, and disabilities.
- b. Family and stakeholder communication and collaboration
  - Family and community resources: Identify three family and/or community resources you could use to support student learning (for example, guest speakers, field trips, etc.).
  - Family communication: Give two to three examples of how you will communicate with your students' families (i.e., newsletter, class website, personal notes).
  - Family involvement: Identify one way you can involve families during a school based activity (i.e., parent volunteers, Open House, parent chaperones during a field trip or dance, band boosters, etc.)
  - Family involvement: Describe one specific home activity related to one of your lesson plans you could suggest for families to do that would support student learning, example: oral history, reading with students.

## TEACHING CONTEXT DESCRIPTION

### Class/Classroom Information

1. Grade levels in class (list all that apply): \_\_\_\_\_
2. Ages in class (list all that apply): \_\_\_\_\_
3. Number of students enrolled in class: \_\_\_\_\_
4. Number of students typically present: \_\_\_\_\_
5. Time available each day to teach all students (in this class): \_\_\_\_\_
6. Resources (equipment and supplies) available for this class (mark one):  
 Well equipped and supplied (for example, multiple technologies, sufficient paper and supplies)  
 Adequately equipped and supplied (access to technology and appropriate paper and supplies)  
 Poorly equipped and supplied. (limited technology and supplies or rationing of supplies)
7. Community, district and school factors. Address geographic location, community and school population, socio-economic profile and race/ethnicity. Stability of community, political, climate, community support for education, and other environmental factors may also be addressed. Consult Indiana Department of Education website, school district website, Chamber of Commerce (if available) for information.

### Individual Differences

1. Number of students in class with diverse languages: \_\_\_\_\_
2. Number of students in class with IEPs: \_\_\_\_\_
3. Number of students in pull-out or supplementary programs:  
 Title I     Gifted     RTI     Other:
4. Patterns of development (number of students typically at each level)  
 Atypical                       Typical                       Advanced
5. Plot the range for each factor listed on the continuum.

	Minimal Level	High Level
Ages	←	→
Languages	←	→
Achievements/Developmental Levels	←	→
Cultures	←	→

**Note other class/classroom conditions, if any, that have caused you to adjust instruction in some way:**

**Step 2 Assessment of Prior Knowledge (Establishment of a Baseline)**

- Describe how you will determine what the student or group of students know. Describe how this information will be measured.
- Describe how you will pre-assess student/s prior to teaching the/a series of lessons on a concept, topic or subject.
- Be specific as to how you will pre-assess each measurable learning goal. You are establishing a baseline to be used when comparing the students’ final performance.

Provide a copy of the Assessment(s) of Prior Knowledge you will use (pre-test, KWL, anticipation guide, rubric). Remember the assessment will be scored with numbers that can be compared to the assessment of Student Learning in graph form.

**Step 3 Planning Instruction**

- Provide lesson/activity plans (use plan on next page) that represent a series of lessons on a specific concept, topic, or subject that you will teach. The lessons/activities should:
  - a. Provide evidence of competency in creating, evaluating and incorporating developmentally and culturally appropriate materials into the instructional plans based on the state Academic Standards or Foundations for Young Children.
  - b. Include a chart of sequential teaching activities. List the state Academic standards or Foundations for Young Children and objectives and briefly describe the activities and assessment for each lesson. (See example below). Identify the academic standards or foundations that connect to your own lesson plan outcomes/objectives. The activities should reflect best practices through a variety of instructional strategies/techniques.

**Connect Standards/Foundations**

Standard/Foundation	Objective	Learning Activities	Assessment

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**Education Department**

***GUIDANCE FOR WRITING A LESSON/ACTIVITY PLAN***

Rationale for lesson: Why are you teaching this lesson? How will this lesson benefit the students? Write one or two sentences.

Learning outcomes (objectives) of lesson: What will the students know or be able to do as a result of this lesson? The learning outcomes must be **measurable**. Be reasonable about what the students and you can accomplish in one lesson.

Assessment of student outcomes: How will you measure the learning outcomes? How will you know if the student learned/did what you intended? Your assessment should be linked directly to your outcomes. What was the impact on student learning? **Measure** the outcome. How does the outcome compare to the baseline?

Related Foundations/Indiana Academic Standards: List the related academic standard(s) and/or Foundations. Do not list numbers, include the actual standard (long standards may be summarized) or Foundation.

Materials Needed: List all of the materials needed to teach the lesson. Include any other preparation directions. If a handout or other supplement is required, include a copy. (Think about the question: if someone else used this lesson/activity plan, could s/he teach it as written?)

Lesson Presentation:

Anticipatory set: How will you gain the students' attention before beginning? How will you connect this lesson to their prior learning and to a "real life" application? [An example of gaining attention is to say, "Boys and girls, we are going to begin our science lesson. It is important that you listen." OR "Ladies and gentlemen, today we are going to learn how to write a persuasive essay. We are going to talk about ads that get your attention and you will have an opportunity to try to sell the class your innovative product. Let's begin by looking at this YouTube™ clip."]

Teaching procedures: Identify, step by step, what you will do in the lesson. Include strategies for instruction and possible questions you will ask the students.

Guided & independent practice: How will you practice as a group (guided practice) and how/what will students do on their own to reinforce what they have learned?

Closure: How will you end the lesson? Think about: Review-Restate-Summarize. How will you preview the next lesson?

Differentiated instruction: How will you adapt the lesson for all learners in your classroom? If using multi-tiered instruction, indicate the activities included in each tier.

Multicultural emphasis (if appropriate): How will you add an element to the lesson to introduce a cultural element? (An example would be talking about how French food fits the food pyramid. Not every lesson needs to include a multicultural element; but, include when appropriate. Another example, used by one of our students, is to show pictures of Buddhist temples to illustrate principles of structural support.)

Technology (if appropriate): Technology you will use [such as Smart Board™ OR assistive technology the student uses that you need to consider as you plan (Does the student require more time to answer when using his/her communication board?)]

Reflection on lesson: After you teach the lesson, consider what worked well and what you would change.

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Education Department**

**Lesson/Activity Plan Template**

Teacher Candidate \_\_\_\_\_

Name of Lesson \_\_\_\_\_

Subject \_\_\_\_\_ Grade \_\_\_\_\_

Rationale for lesson:

Learning outcomes/objectives:

Assessment of student outcomes:

Related Foundations/Indiana? Academic Standard:

Materials Needed:

Lesson/Activity Presentation:

    Anticipatory set:

    Teaching procedures:

    Guided & independent practice:

    Closure:

Differentiated instruction:

Cultural diversity emphasis (if appropriate):

Technology (if appropriate):

Reflection on lesson:

#### **Step 4 Implementation: Teaching & Learning**

- Describe an assessment plan to monitor student progress toward learning outcomes/objectives.
- Describe how technology will be used in the planning and/or instruction. If there is no plan to use any form of technology, provide a clear rationale for its omission.
- Describe the assessments that you will conduct **before, during, and after** instruction. The assessment should be aligned with the outcomes/objectives, contain both qualitative and quantitative data. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-paper tasks, or personal communication.
- Discuss how you changed your instruction based on what you learned from your assessments.
- After administering the *pre-assessment*, analyze student performance relative to the learning outcomes/objectives. Create a table, graph or chart to depict the results of the pre-test to clearly indicate the baseline of performance. Find patterns of student performance relative to each learning outcome/objective. Describe the pattern you found that will guide your instruction or modification of learning outcomes/objectives.
- Show evidence of re-teaching and adapting lessons/activities beyond the original lessons. How is student performance affected by re-teaching or adaptation, please refer to the baseline.

#### **Step 5 Assessment Results and Analysis of Student Learning**

- Analyze the assessment data, including pre, formative and post assessments and formative assessments to determine students' progress related to the lessons/unit learning outcomes/objectives.
- Use visual representations and narrative to communicate the performance of the whole class, groups, and individual students.
- Draw conclusions from this analysis for the "Reflection and Self-Evaluation" section.

**Example of Assessment Plan Table: Kindergarten Visual Organizer**

<b>Outcomes/ Objectives</b>	<b>Assessments</b>	<b>Format of Assessments</b>	<b>Adaptations</b>
Learning Goal #1 Example: The student will link correctly a minimum of five wild animals with their habitats	Pre-Assessment	Checklist: game with animal masks and centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	Animal puppets and habitats (e.g., bird and nest) anecdotal records and a picture journal	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (e.g., dictations) when needed. Provide verbal clues and plenty of wait time for Q & A.
	Post-Assessment	Checklist: game with animal masks and centers representing habitats.	

## Step 6 Reflection and Self-Analysis

Reflective practice helps a teacher think about how students learn and enables those teachers to make decisions about how to best support student development and learning. [Morrison, G. 2010. *Fundamentals of early childhood education*. (6<sup>th</sup> ed.). Columbus, OH: Pearson.]

Respond to the following:

- Since the conclusion of the work sample, what have you done to help students accomplish the objectives and improve their learning?
- What was the original expected outcome of the lesson taught?
- What were your assumptions of the students' knowledge prior to teaching the lesson?
- Based on the result you obtained and your experience with this body of instruction, what will you do differently in planning, teaching, and assessing the next time you teach this content or concept?
- What did you learn about your own teaching and assessment skills?
- What adaptations did you need to make based on the formative assessment you did during the lessons? How did you adapt your instruction for individual needs?
- Does the evidence support actual student learning?
- Evaluate the strengths and weaknesses of your own teaching.
- Identify some areas for your future professional growth.

Saint Mary-of-the-Woods College  
Unit Assessment System  
**TEACHER WORK SAMPLE GENERAL RUBRIC**

<b>DRAFT 11/14/11</b>
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<b>Scoring Rubric: TEACHER WORK SAMPLE</b>				
<b>Criteria</b>	<b>4- Exemplary</b>	<b>3- Proficient</b>	<b>2- Basic</b>	<b>1- Unsatisfactory</b>
<b>STEP 1: Classroom Context</b>	A completed detailed description is provided of required environment information. The form is completed and there is evidence of a thorough investigation of the learning environment.	All required components are addressed and the form is complete.	Some required components are missing and description lacks specificity. Form is incomplete.	Form is not completed and other required information is omitted.
<b>STEP 2: Assessment of Prior Knowledge</b>	Exemplary pre-test of prior knowledge. Matched appropriately to desired outcomes of objectives and standards.	Pre-test is acceptable to guide instruction. Assessments are aligned with objectives.	Pre-test does not clearly guide instruction. Objectives are matched and assessed.	Pre-test is not clear, does not match objectives and prior knowledge is not assessed.
<b>STEP 3: Planning Instruction</b>	All objectives and standards used are assessed. Assessments used are measurable. A wide variety of assessments are included, with consideration given for students with variable abilities.	One or two quality assessments are included. Each assessment is aligned with stated objectives.	One assessment is used and lack depth of knowledge for skills being taught.	Assessments may be included but are not linked to objectives.
<b>STEP 4: Teaching and Learning</b>	Instruction is delivered using multiple teaching strategies. Students are clearly active learners.	Instruction is delivered using two strategies.	Instruction is delivered using one strategy.	Instruction is delivered but does not follow any designed plan.
<b>STEP 5: Results and Analysis of Student Learning</b>	Assessment results are presented in clear, understandable, professional-looking graphs. All required data and student work samples are provided and are of high quality.	Assessment results are presented clearly and are understandable. Student work samples are provided, but quality is average. Graphs have required data.	Assessments results are available, but are not clear. Graphs are missing some data. Work samples of students are not included.	Assessment results are not available. Graphs are not clearly designed and work samples of students are not included.
<b>STEP 6: Reflection and Self Analysis</b>	The reflection and self-analysis is exemplary and includes depth of thought. The analysis of instruction and assessment demonstrate a high ability of meeting the goals of the TWS.	The reflection and self-analysis is well developed and demonstrates a good understanding of the goals of the TWS.	The reflection and self- analysis is included, but is brief and lacks clarity.	The reflection and self-analysis is not included or is poorly written.

Teacher Candidate's Name \_\_\_\_\_ Average Score \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_