Teacher Work Sample One (TWS 1)
Drury University School of Education and Child Development

Students will develop two separate Teacher Work Samples (TWS) as a requirement of certification in the School of Education and Child Development. The Teacher Work Sample format will document students' ability to plan and deliver quality instruction that has a positive impact on all students in the classroom. The first TWS (TWS-I) will be developed during EDUC 452 for elementary students or EDUC 304 for secondary students. The second TWS (TWS-II) will be completed during student teaching.

There are six components to this assignment. The components include:

1. **Learning Context** (approximately 2 pages)
2. **Instructional Plan** (approximately 5-10 pages plus samples of student work)
3. **Assessment Plan** (approximately 2-3 pages plus copies of the assessment)
4. **Instructional Decision Making** (approximately 2 pages)
5. **Analysis of Student Learning** (approximately 2-3 pages plus charts)
6. **Reflection and Self-Evaluation** (approximately 2-3 pages)

The first three components: **Learning Context**, **Instructional Plan**, and the **Assessment Plan** will be completed during the planning phase, before teaching. The **Instructional Plans** should be tentatively completed before teaching based on the **Learning Context** and **Pre-Assessment**. Instructional Plans may need to be revised during the teaching phase of this assignment as Drury students reflect on their students’ learning. After teaching, Drury students will complete the last two components: **Analysis of Student Learning** and **Reflection and Self-Evaluation**. Drury students will be required to submit components throughout the semester on Foliotek for formative assessment. The completed TWS-I will be part of the final grade in the EDUC 304 or EDUC 452 methods class. The completed TWS-II will be the culminating project for student teaching. Both TWS projects should be complete and must be double-spaced and error-free. Work Samples must be electronically submitted on Foliotek in order to receive a grade for the course.
Overview of TWS 1 Components:

1. Learning Context
   - Community, district, and school factors
   - Classroom factors
   - Student characteristics and varied approaches to learning
   - Instructional implications
   - Comer Pathways addressed in detail
   - Implications for instructional plan and assessment

2. Instructional Plan
   - Unit of study consisting of at least two (2) consecutive lessons taught to the same class
   - Clear, measurable objectives
   - Follows Drury Student Teacher Lesson Plan format
   - Aligned to Show-Me Standards, Grade Level Expectations, Depths of Knowledge
   - Variety of instructional strategies and higher level questioning
   - Developmentally appropriate curriculum
   - Integrated technology
   - Samples of student work included

3. Assessment Plan
   - Overview of assessment plan with directions and procedures for the assessment
   - Pre and Post test instruments may be included
   - Multiple forms of assessment (plan for formal and informal assessments)
   - Clear criteria and standards for performance
   - Scoring guides attached when applicable
   - Evidence of modifications made based on student needs
   - Questioning skills included

4. Instructional Decision Making
   - Results of pre-test analyzed if applicable
   - Narrative description of patterns in data—explain learning progress demonstrated by whole class, subgroups of students, and individual students
   - Includes at least two (2) specific examples of instructional decision making based on student learning or responses
   - Relationship shown between modifications and objectives

5. Analysis of Student Learning
   - Analyze data to explain progress toward learning goals demonstrated by the whole class, subgroups of students, and individual students
   - Includes charts and samples of student work when appropriate
   - Narrative and graphic representation of student performance

6. Reflection and Self-Evaluation
   - The teacher analyzes the relationship between instruction and student learning in order to improve teaching practice
   - Reflect on all previous elements
   - Celebrate successes
   - Implications for professional development
   - Provides an accurate assessment of lesson effectiveness and implications for future practice
**Standard I: Learning Context**

**Standard:**
The first section of your Teacher Work Sample is the learning context. In this section, you must describe the context (environment, circumstance, milieu) in which you will teach. The learning context includes community, district, and school factors; classroom factors; student characteristics; Comer Pathways, and implications for the instructional plan and assessment. The information gleaned from this section will guide your learning objectives, instruction planning and assessment setting.

**Task:**
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

**Prompt:**
The learning context must include the following sections:

1. **Community, district and school factors.** Describe the characteristics of the school’s local community. Include geographic location; community population; neighborhood stability and civic participation (support for the school and/or education in general), and overall socio-economics. Describe the characteristics of the school that might impact your instructional planning, delivery and assessment including: services available for children with special needs; cultural awareness levels of teachers and administration; professional development opportunities for teachers and parents; school and classroom size; grade configurations and overall condition of school building. Be sure to include aspects of school climate including collaboration between all staff members (teachers, paraprofessionals, counselors, custodial staff, and administration). Briefly describe district-level, state-level, and federal-level mandates that will affect your instructional planning, delivery, and including: required texts, curricula, and content standards. *(are Comer’s Three Guiding Principles evident?)*

2. **Classroom Factors.** Describe the environment of the classroom in which you are teaching. Include physical characteristics and arrangements; rules and routines; technology available; grouping patterns and social dynamics; parental and volunteer involvement; classroom visits by the principal; and scheduling issues that impact teaching and learning (student pullouts, support staff in the classroom, timing of special classes, volunteers in and out of the classroom). Discuss the overall academic performance and ability levels of your students as measured by ________.

3. **Student Characteristics.** Describe the students in the classroom including the number of students and their ages; gender distribution; cultural, ethnic, social-economic and racial backgrounds; language diversity and English proficiency; physical and learning disabilities; family support; learning styles;
individual academic/ability levels; other special needs. The Comer Pathways will be discussed in detail in an upcoming sub-section.

4. **Teacher Characteristics.** Describe the teachers in the classroom (self-analysis if you are the teacher). Include descriptions of effective teachers (see Attachment 1) as well as cultural competence; differentiation skills; understanding and accommodations for various special needs.

5. **Comer's Six Developmental Pathways.** The Pathways should be integrated throughout the various context factors and characteristics. All pathways should be covered at least once in this section. The pathways are: physical, cognitive, emotional, psychological, ethical and language (see Attachment 2).

6. **Implications for instructional planning and assessment.** Discuss how the learning context factors/characteristics described in the above sections will affect your instruction and assessment in order to meet the needs of all learners in your classroom. Include specific instructional implications for at least two factors/characteristics that will influence how you plan to implement your unit and assess your students learning.
Standard 2: Instructional Plan

Standard:
The teacher designs instruction for specific learning goals, student characteristics and needs, and developmentally appropriate activities.

Task:
Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and the specific learning context aligned with Show-Me Standards, Grade Level Expectation (GLE’s) and Depths of Knowledge (DOK). See Attachment 3 for the DOK chart.

Prompt:
- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

- **Lesson Plan:** Design at least 2 lesson plans that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the objective of the lesson relates to your instructional goal(s),
  - how the activity of the lesson stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

- **Questions.** What questions do you formulate in advance to achieve higher order thinking. Include a list of at least five questions for each lesson.

- **Technology.** Describe how you will use technology in your planning and/or instruction.
Example of Unit Overview
Following is one example of a Block Plan that you could use if you want.

<table>
<thead>
<tr>
<th>Goals: a, b, c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>a.</td>
</tr>
</tbody>
</table>

Put the lesson topic that you are planning in the table. Indicate the Unit learning goal(s)

Suggested Page Length: 3 + visual organizer + 2 lesson plans
Standard 3: Assessment Plan

**Standard:**
The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.

**Task:**
Design an assessment plan to monitor student progress toward learning goal(s) and objective(s). Use multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

**Prompt:**
- Include a description of pre- and post-assessments that are aligned with your learning goals and objectives. Clearly explain how you will evaluate or score pre- and post-assessments. State what criteria you will use to determine if the students’ performance meets the learning goals and objectives. Include evidence of pre- and post-assessments (copies of the assessments or prompts and student directions for the prompts) and criteria for judging student performance.
- Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the indicators you will use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessments may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals and objectives.
- Construct a table that lists each learning goal and objective, assessments used to judge student performance relative to learning goals and objectives, and adaptations of the assessments for the individual needs of students. The primary purpose of this table is to depict the alignment between learning goals and objectives and assessments. The table also provides opportunities to show where adaptations are going to be implemented to meet the individual needs of students or contextual factors.

<table>
<thead>
<tr>
<th>1) LEARNING GOALS</th>
<th>2) LEARNING OBJECTIVES</th>
<th>3) ASSESSMENTS</th>
<th>4) FORMAT OF ASSESSMENT</th>
<th>5) ADAPTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Learning</td>
<td>Pre-Assessment</td>
<td>Performance-based, paper-and-pencil,</td>
<td>How will you adapt each assessment for individual</td>
</tr>
<tr>
<td>Goal 1</td>
<td>Objective 1</td>
<td>Formative Assessment(s)</td>
<td>personal communication</td>
<td>needs of students or contextual factors?</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Learning Goal 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal 3, etc.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- After administering the pre-assessment, analyze student performance *relative to the learning goals and objectives*. Depict the results of the pre-assessment in a graph or chart, indicating students' progress toward each learning goal and objective. Discuss how this analysis will guide your instruction or modification of the learning goals and objectives.

**Suggested Page Length: 2-3 + pre- and post-assessment instruments.**

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Standard Four:
Instructional Decision Making

Standard
The teacher uses ongoing analysis of student learning to make instructional decisions.

Task
Provide two examples of culturally appropriate decision-making based on students' learning or responses which include:
1. Results of pre-assessment analyzed
2. Narrative description of patterns of data
3. Includes at least two (2) specific examples of instructional decision making based on student learning or responses
4. Relationship shown between modifications and objectives

Prompt
Teachers are constantly thinking and reflecting about student learning in the context of the community, classroom factors, student characteristics, instructional implications, and Comer Developmental Pathways. They use this process to make instructional plans that have clear measurable objectives, follow a lesson plan format, align with the Missouri Show-Me Standards for grade level expectations and depth of knowledge, use a variety of instructional strategies to meet the needs of diverse learners, are developmental appropriate, integrate technology, and use an appropriate assessment plan. The assessment plan includes both pre and post test instruments, multiple forms of assessment, clear criteria and standards for performance, scoring guides and questioning skills. This process is used to make instructional decisions. All of these components lead to instructional decision making.

1. Identify a Missouri Show-Me Standard, grade level expectation and depth of knowledge appropriate for your students.
   ● What are your instructional objectives?
   ● Describe your pre-assessment process including:
     o How did you determine the background knowledge of the students and their readiness for the instruction you are planning?
     o In order to meet the needs of diverse learners, what variety of instructional strategies will you use?
     o What technology will you incorporate?
     o How will you determine if your instructional objectives were met?
       ▪ What forms of assessment will you use?
       ▪ What criteria will be used to determine the level to which students achieved the instructional objectives?
       ▪ What scoring guide will you use?
2. Write a description of the challenges the students will face and the resources needed for their success. What are the patterns of data for the classroom?

3. Think of a time when your ongoing assessment of student learning or a response by a student caused you to modify your original plan for instruction.
   - Describe the student's learning or response that caused you to rethink your plans.
   - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
   - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
   - Provide a second example.

4. Write a brief explanation of the relationship between the modifications you made and the original instructional objectives.
   - Example one.
   - Example two.

Suggested length: 3-4 pages
Standard 5
Analysis of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Analyze data to explain progress toward learning goals demonstrated by the whole class, subgroups of students, and individual students.
  - Align assessment analysis with learning goals.
  - Interpret data accurately and precisely.
  - Demonstrate evidence of impact on student learning.

- Include charts and samples of student work
  - Establish rationale for student work sample.
  - Identify and select samples of student work.
  - Determine evidence of impact on student learning.

- Establish narrative and graphic representation of student performance
  - Develop suitable visual representations.
  - Compose narrative to communicate documentation.
  - Present data in a clear and accurate format.
Prompt: Analysis of student learning requires candidates to analyze data to explain progress and achievement toward learning goals demonstrated by the whole class, subgroups of students, and individual students.

**WHOLE CLASS.** Analyze the progress of an entire class:

- Create a table that shows the extent to which the students made progress (from pre- to post-) toward the learning criterion identified for each learning goal (as specified in the Assessment Plan section).
- Summarize in a narrative format what the table conveys regarding the learning by students in this unit (i.e., the number of students met the criterion).
  - The narrative (500 words) must analyze the scores presented in the table. It should address pretest scores, posttest scores, and gains or losses. The narrative should address differential results for students taught with explanations for their performance through the following prompts:
    - All assessment data (pre- and formative) was analyzed to determine student progress. The degree to which the learning goals and objectives were met
    - The graphic representations of the data collected on student achievement indicated
    - Students progressed from the initial assessment to the final assessment in the following manner
    - Evidence of impact of student learning aligned with specified learning goals included
    - The Analysis of Student Learning can be correlated to the other sections of this Teacher Work Sample.
    - Observations of student performance provide the following information regarding specified skills or accomplishing a specific task
    - Specific examples of student writing illustrate
    - Student comments made during class illustrate their knowledge of the content, illustrate specific thinking skills, or in some way indicate their progress towards the learning goals.

**SUBGROUPS.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal.

- Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers).
- Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal.
- Summarize in a narrative format what these data show about student learning.
  - The narrative (500 words) must analyze the scores presented in the table. It should address pretest scores, posttest scores, and gains or losses. The narrative should address differential results for students taught with explanations for their performance through the following prompts:
• All assessment data (pre- post- and formative) was analyzed to determine student progress. The degree to which the learning goals and objectives were met
• The graphic representations of the data collected on student achievement indicated
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• Evidence of impact of student learning aligned with specified learning goals included
• The Analysis of Student Learning can be correlated to the other sections of this Teacher Work Sample.
• Observations of student performance provides the following information regarding specified skills or accomplishing a specific task
• Specific examples of student writing illustrate
• Student comments made during class illustrate their knowledge of the content, illustrate specific thinking skills, or in some way indicate their progress towards the learning goals.

INDIVIDUALS. Select two students that demonstrated different levels of performance.

➢ Explain why it is important to understand the learning of these particular students.
➢ Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals.
   § The narrative (500 words) must analyze the scores presented in the table. It should address pretest scores, posttest scores, and gains or losses. The narrative should address differential results for students taught with explanations for their performance through the following prompts:

   • All assessment data (pre- post- and formative) was analyzed to determine student progress. The degree to which the learning goals and objectives were met
   • The graphic representations of the data collected on student achievement indicated
   • Students progressed from the initial assessment to the final assessment in the following manner
   • Evidence of impact of student learning aligned with specified learning goals included
   • The Analysis of Student Learning can be correlated to the other sections of this Teacher Work Sample.
   • Observations of student performance provides the following information regarding specified skills or accomplishing a specific task
   • Specific examples of student writing illustrate
   • Student comments made during class illustrate their knowledge of the content, illustrate specific thinking skills, or in some way indicate their progress towards the learning goals.
Standard Six
Reflection and Self Evaluation

Standard:
The teacher analyzes the relationship between instruction and student learning in order to improve teaching practice.

Task:
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt:
- Select the learning goal where your students were the most successful. Provide two or more possible reasons for this success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were the least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you would do differently or better in the future to improve your students’ performance.
- Reflect on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the Teacher Work Sample. Identify two specific steps you will take to improve your performance in the critical areas you identified.
- Think about your dispositions based on the Teacher Disposition Scale. Rate yourself in one or more of the categories and describe strengths and areas for growth.

Suggested page length: 2
Attachment 1

QUALITIES OF AN EXCELLENT TEACHER

Outstanding teachers make a profound impact upon the effectiveness of a school district. Professionals with Ventures for Excellence have been studying the qualities of the very best teachers for many years and have developed some clear understanding of what constitutes excellence in such people. We are now able to provide systematic study and in-depth measurement of the following qualities of teachers.

I. Purpose. A teacher with purpose is one who has a clear definition of personal meaning and has the ability to relate this understanding to a particular job role. This person is highly motivated and positive in applying personal meaning to the defined responsibilities.

• Positive
This teacher thinks positively and enthusiastically about people and what they are capable of becoming. This teacher is able to see the good in any situation, and although confronted with obstacles, will move forward to make the most of difficult situations. This teacher encourages others to be positive also.

• Value-Based
This teacher has clear values which focus upon the worth and dignity of human beings. This teacher is also sensitive to the values of the majority of the people in the community. Working in an environment which is highly consistent with a personal belief system is viewed as essential. High recognition is given to the importance and power of modeling constructive behavior with students.

• Committed
This teacher is one who demonstrates commitment to students and the profession. This teacher is self-confident, poised and personally in control of situations. While having a positive self-image, this teacher encourages students to look at themselves in a positive manner. Helping students to honor the work and dignity of others is also considered vital.

II. HUMAN INTERACTION. A teacher who has human interactive qualities is one who prizes, relates, understands and communicates with other people in a manner which contributes to harmonious relationships and high human support systems.

• Communicative
This teacher is able to share with others in a manner that encourages effective two-way communication. This teacher is able to communicate personal thoughts and feelings on a wide spectrum of issues, and at the same time can listen to students and others in an empathetic manner. This teacher has specific on-going ways to determine what students are thinking.
• **Personable**
This teacher is one who can establish and maintain positive, and mutual relationships with people. This teacher is one who likes to be with others and has many specific ways of getting to know students as persons. Building mutual trust and appreciation through meaningful, personal interaction and involvement is evident.

• **Compassionate**
Due to a deep sense of caring and empathy, this teacher is able to communicate with people at a feeling level. This teacher is open with personal thoughts and feelings, encourages others to do likewise and has ways to know, discover, and understand the in-depth feelings of students.

• **Sense of Humor**
This teacher is enjoyable to be around and able to take the tension out of difficult situations. This teacher uses humor spontaneously, in a tasteful manner, and thus building a positive learning climate and togetherness in the classroom. This teacher uses this skill to activate learning. Humor is seen as a valuable instructional technique.

III. **Human Development.** A teacher with human development skills is one who is highly motivated, consistently growing and developing, insightful about what motivates others and perceptive about applying skills and approaches which will bring out the best in others.

• **Shared Planning**
This teacher is one who moves in a planned and systematic direction, while helping students in their own organization and planning. While being highly organized with a strong sense of personal direction, this teacher plans with others to determine how organization can be beneficial to those served. This teacher knows that efficient use of time enhances the learning process.

• **Knowledgeable**
This teacher is one who constantly seeks knowledge, keeps up in areas of expertise, and has the capacity to integrate new knowledge into what is already known. This teacher is able to acquire knowledge and translate it to students in a way that is highly comprehensible to them, yet retains its essence.

• **Dependable**
This teacher is one who is honest and authentic in working with others and will consistently live up to commitments to students and others. This teacher approaches situations and people in an open, honest and forthright manner.

• **Individually Perceptive**
This teacher is able to see each student as a unique and valuable individual, focus on the differences among students, quickly diagnose student difficulties, and assist in the management of situations involving the individual.

- **Patient**
  This teacher is one who is deliberate in coming to conclusions, strives to look at all aspects of the situation, and remains highly fair and objective in the most difficult circumstances. This teacher is one who believes that problems can be resolved if enough input and attention is solicited from people who are affected.

- **Motivational**
  This teacher is one who has enthusiasm, coupled with high standards and expectations for students and self. This teacher understands the intrinsic motivations of individuals, and has specific ways of knowing what it is that motivates individual students. This teacher encourages and directs students to take action upon their strengths and interests in a constructive way.

- **Flexible**
  This teacher is willing to alter plans and directions in a way that will assist all people in moving toward their goals. Reasoning out situations with students and staff in a manner that allows all people to move forward in a positive direction is prized by the teacher.

- **Creative**
  This teacher is highly innovative and versatile. This teacher is open to new ideas and strives to incorporate techniques and activities that enable students to have unique and meaningful new growth experience.

Adapted from Ventures for Excellence
Lincoln, NE
Attachment 2
Comer Developmental Pathways

- **Physical**
  - Health, nutrition, energy, physical rest, alertness

- **Ethical**
  - Respect for rights and integrity of self and others, fair and just conduct

- **Social**
  - Empathy, appropriate conduct, social competence, relationships

- **Language**
  - Competency in expressive and receptive language, situationally appropriate for building relationships

- **Cognitive**
  - Academic learning, class performance, flexibility of thought, etc.

- **Psychological**
  - Self-worth, self-awareness, emotional management, adjustment
## Depth of Knowledge (DOK) Levels

<table>
<thead>
<tr>
<th>Level One: Rote</th>
<th>Level Two: Apprenticeship</th>
<th>Level Three: Proficiency</th>
<th>Level Four: Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and label objects or symbols.</td>
<td>Identify and label major events in a narrative.</td>
<td>Identify and summarize the major events in a narrative.</td>
<td>Identify and summarize the major events in a narrative.</td>
</tr>
<tr>
<td>Generalize patterns in events or behaviors.</td>
<td>Formulate a model problem given data and conditions.</td>
<td>Formulate a model problem given data and conditions.</td>
<td>Formulate a model problem given data and conditions.</td>
</tr>
<tr>
<td>Organize, represent, and interpret data.</td>
<td></td>
<td>Support the mathematical model with detailed and extended explanations.</td>
<td>Analyze and synthesize information to make multiplicity of decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use the model to predict outcomes.</td>
<td></td>
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</tbody>
</table>