What is a Teacher Work Sample?

A Teacher Work Sample (TWS) is a product that demonstrates your ability to plan, deliver, and assess a standards based instructional sequence; document student performance; and reflect upon the effects of your instruction on student learning. Through your Teacher Work Sample, you will provide evidence of your performance relative to the following standards:

1. **Learning-Teaching Contextual Factors**: The candidate uses information about the learning/teaching context and student individual differences to plan culturally-relevant instruction and assessments of student learning.

2. **Learning Goals & Objectives**: The candidate sets significant, challenging, varied and appropriate learning goals/objectives.

3. **Assessment Plan**: The candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.

4. **Instructional Sequence**: The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

5. **Analysis of Student Learning**: The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

6. **Evaluation and Reflection**: The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

**Required Components and Format of the Teacher Work Sample**

Your Teacher Work Sample must include all six components listed above. Suggested page numbers for each section are provided; consult your instructor for more information.

If you submit your TWS as hard copy, it must be word-processed, double-spaced, and error-free; you should provide a Table of Contents that lists the sections of your Teacher Work Sample and the page numbers.

Your instructor will determine the number of lessons and the duration of the instructional sequence required for your Teacher Work Sample. You will teach lessons required by your instructor, and complete a written report for your Teacher Work Sample. You will submit your Teacher Work Sample to your instructor by the deadline date listed in your course syllabus. Your Teacher Work Sample will be evaluated using the scoring rubric in this document.

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1 Guidelines and rubric adapted in July 2002 and modified in October 2004, August 2005, January and July/August 2006 as a model for use in teacher education classes at SUNY Oswego, based on a similar document in use at Idaho State University, dated October 2001. The Renaissance Partnership for Improving Teacher Quality (http://fp.uni.edu/itq) has developed the TWS approach to documenting K-12 student learning with support from US Department of Education Title II funding.
1 Learning-Teaching Context (approximately 3+ pages)

In this section of your Teacher Work Sample, you must describe the context in which you teach including the culturally-relevant characteristics of the school, classroom, and students. The Learning-Teaching Context section of your Teacher Work Sample must incorporate your knowledge of individual differences; learner characteristics (e.g., race, class, gender, ability, linguistic community, etc); and the social, cultural, and physical environmental factors that impact learning and teaching. You should describe only those factors in the learning-teaching context that directly impact your teaching and student learning. For each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students’ learning.

School characteristics. Provide a brief description of the school including the type of school and grade/subject configuration. (See New York State data at http://www.just4kids.org/ or http://emsc33.nysed.gov/irts/reportcard/; and your school district web site, e.g., http://www.oswegoboces.org/about/about_districts.asp and http://www.ocmboces.org/OCM/schools/admin2.html.) Then describe major characteristics of the school that impact your instructional planning, delivery, and assessment. You should include any district or state mandates, such as required texts, curricula, and content standards, services available in the school for students with special needs, and the culturally-relevant characteristics of the local neighborhood in which the school is located. Remember, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students’ learning.

Classroom characteristics. Describe the classroom in which you are teaching the instructional sequence presented in your Teacher Work Sample. You should describe the classroom rules and routines, physical arrangements, grouping patterns, and scheduling that affect learning and teaching (e.g., push-ins, pull-outs, teaming, etc). Again, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students’ learning.

Student characteristics. Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs. Remember, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students’ learning.

2 Learning Goals/Objectives (approximately 2+ pages)

In this section of your Teacher Work Sample, you must list the learning goals/objectives that guide the planning, delivery, and assessment of your instructional sequence in the left hand column of the chart on the next page. The objectives associated with each goal must clearly define what you expect students to know and be able to do as a result of the instructional sequence. The instructional sequence you use for your Teacher Work Sample must include goals and observable learning outcomes addressing all three of the following areas: (1) content, (2) skills, and (3) attitudes or dispositions. Some goals must be at the application or higher level of Bloom’s taxonomy. Definitions of the areas and sample achievement goals/objectives are available from your instructor.

This section of your Teacher Work Sample must also present a narrative rationale for selecting the learning goals/objectives for your instructional sequence. In your rationale, you must identify how your learning goals/objectives (1) incorporate important ideas and accurate content, that are linked to national, state, and local standards; (2) match students’ current progress and development; (3) are responsive to student diversity and modified for individual differences; and (4) align with the classroom teacher’s learning goals/objectives. The New York State Learning Standards can be found at http://usny32.nysed.gov/teachers/nyslearningstandards.html and are summarized at http://www.emsc.nysed.gov/ciai/pub/standards.pdf. Effective strategies for adapting instruction and assessments to meet goals/objectives appropriate for diverse students can be found at http://www.cast.org/teachingeverystudent/ and are summarized at http://www.cast.org/research/udl/index.html.

3 Assessment Plan (approximately 2-3+ pages, plus copies of assessments)

In this section of your Teacher Work Sample, you must design an assessment plan used to monitor student progress toward the learning goals/objectives, and summarize your plan in a chart. You should include at least one assessment measure for assessing student content understanding before instruction (pre-assessments) and after instruction (post or summative assessments). You should also include a variety of assessments of your skill and attitude/disposition goals, as well as your content goals. These assessments should correlate to the developmental levels and individual needs of all students in your classroom, and reflect sound practice with clear, high expectations for performance.

Assessment methods may include paper-and-pencil assessments (i.e., multiple-choice tests and quizzes, essay examinations,
written problems, etc.); performance assessments (i.e., reading aloud, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.); and personal communications (i.e., questions posed and answered during instruction, interviews, conferences, etc.).

The key to writing this section of your Teacher Work Sample is the alignment between your learning goal/objectives and your assessment methods. Your chart should list each goal/objective; the assessment(s) used to describe student performance and criteria for satisfactory performance; a rationale for each assessment that explains why you chose or developed the assessment; and any adaptations of the assessments for the individual differences and special needs of the students in your classroom, using the format below. A sample chart is available at http://www.oswego.edu/~educate/twsexample.pdf.

You must include copies (in an appendix or in your lesson plans) of the assessments and/or prompts and student directions for the assessments for each entry in the table.

Finally, in a narrative, identify and describe two assessments that you intend to collect from your students and analyze as evidence of student achievement. For both assessments, you should record attributes of diversity for each student (e.g., race, gender, socioeconomic status, etc) to form subgroups that you will subsequently analyze for student learning.

1 One assessment must be a pre-and post-assessment of student learning relative to one of your content objectives. You should plan to record scores on pre- and post-tests from at least one class (minimum of 15-20 students) to make reasonable inferences about student learning.

2 The other assessment should measure performance on one of your skill or attitude/disposition objectives. It could also be an alternative assessment of a higher-order thinking skill objective. Give a brief rationale for why you chose this second assessment. For your second assessment, you should plan to photocopy multiple examples from students at high, average, and low levels of performance for analysis; you will select a few representative examples to include in your Analysis of Student Learning section below.

Chart in Support of Standards 2 & 3:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives/Observable Learning Outcomes</th>
<th>Assessments &amp; Performance Criteria</th>
<th>Rationale</th>
<th>Planning for Accessibility/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Goal 1 Content Goal 2…</td>
<td>Describe observable learning outcomes for each goal</td>
<td>Pre- and post-assessment of content understanding Other kinds of assessments…</td>
<td>Why you chose or developed each assessment for each goal/objective</td>
<td>How you adapted each assessment for specific individual differences and special needs of students in your classroom</td>
</tr>
<tr>
<td>Process/Skill Goal 3 Process/Skill Goal 4…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude/Disposition Goal 5 Attitude/Disposition Goal 6…</td>
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</tbody>
</table>

4 Instructional Sequence
This section of your Teacher Work Sample must include the required number of individual lesson plans for the learning activities in your instructional sequence. A learning activity can take many forms including, but not limited to, direct whole-group instruction, learning centers, teacher-directed activity, hands-on inquiry, small-group experiences, cooperative learning, etc. The learning activities in your Teacher Work Sample must incorporate at least three different instructional strategies. The specific format for writing learning activity plans is available from your instructor. Your description of each learning activity should include the following items:

- Grades/developmental levels
- Lesson objectives – content, skills, attitudes/dispositions
- Assessments
- Materials and resources
- Procedures and timeline
- Modifications of instruction for specific student individual differences and special needs
□ How integration of technology is included in the learning activity
□ How outreach to families and/or community outside the classroom is included in the learning activity
□ Analysis of student learning
□ Reflection on the lesson

5 Analysis of Student Learning with Examples of Student Work

(approximately 1-2+ pages, plus student work samples and any charts/graphs/tables created to support your analysis)

In this section of your Teacher Work Sample, you must provide a narrative summary, examples of student work, and graphs or charts to describe the student learning that occurred as a result of the instructional sequence. Your analysis of student learning should provide data for at least two of the learning goals/objectives addressed in the instructional sequence. You must analyze your data to report the performance of the whole class and subgroups of the class on a pre-assessment and post-assessment (http://www.oswego.edu/~educate/preposttestanalysis.xls).

Whole class analysis. Present data for all the students in the class on a pre-assessment and post-assessment to draw conclusions about the extent to which the whole class attained at least one content objective addressed in the instructional sequence. Provide a graphic representation to compare pre- and post-assessment results and explain what the graph illustrates. Also describe and analyze student performance on one of your skill, attitude/disposition, or higher-order thinking objectives. Include representative examples of student work to support your analysis.

Subgroup analysis. Select a diversity characteristic that you expect to have an impact on student learning to analyze (e.g., gender, race, socioeconomic status, ability level, language proficiency, level of family support, etc). Form one or more student subgroup(s) based on that distinguishing characteristic. Explain why it is important to understand the learning of student in these subgroup(s) in relation to both of the learning objectives you have chosen to assess. Use the disaggregated achievement data from these subgroup(s) to draw conclusions about the extent to which student in these subgroup(s) attained both of your learning objectives. Provide a graphic representation to compare pre- and post-assessment results from these subgroup(s) as you did for the whole group above. Explain what the graph(s) and your other assessment data for these subgroup(s) illustrate about the learning of student in these subgroup(s) in comparison to the whole class.

6 Evaluation and Reflection

For the final section of your Teacher Work Sample, you must write a reflective essay in which you evaluate the effectiveness of your instructional sequence and reflect on your teaching practice and its impact on student learning. You must address the following questions:

- Were the goals/objectives for your instructional sequence met? Provide evidence for your response.
- How did you change your planned instructional sequence as the lessons were actually taught?
- What questions or issues does this instructional sequence reveal about your teaching or the students in your classroom?
- Were you able to implement the principles of culturally-relevant teaching in your instructional sequence? Provide examples where you think you were particularly successful and (2) could enhance this aspect of your teaching in the future.
- What aspects of your instructional sequence were especially successful or effective? Why?
- How might you teach this instructional sequence differently if you were to do it again? Why?