

Teacher Work Sample

By Dr. Tim Sharer

Rationale and Purpose

The Teacher Work Sample (TWS) is a means to document the inherently human decision-making process for teaching and learning. The faculty believes that Teacher Work Sample is an outstanding and efficient way for teacher candidates to communicate their decisions on how they facilitated their students' learning.

The Teacher Work Sample communicates the following information:

1. the context where their teaching experiences take place,
2. the reflective thinking about teaching - planning, instruction, assessment, management of the learning environment, communication, and professionalism.
3. the curriculum, instruction, and assessment.
4. the decision-making processes that continuously searched for the most appropriate fit among the various aspects of instructional context, subject matter knowledge, and repertoire of appropriate instructional strategies and procedures.
5. the feedback about one's effectiveness as a teacher in fostering P-12 student progress in learning (formative).
6. the effectiveness in fostering P-12 student learning.

Components

1. Narrative of the Setting and Context

Identify and describe the learning context of the P-12 students essential to planning and instructing. This data collection is initiated through your classroom observations and dialogue with your cooperating teacher, students, administrators, parents and community members. [Please limit this description to approximately one page, double-spaced.]

A. Describe culture and community context

Rural/urban, industrial/agricultural/service/technological, community socio-economic status, family and ethnic information, language, and religion.

B. Describe the existing support structure for the school including support from the community, parents, and volunteers.

Community's expressed values on education, physical condition of the facilities, and location of the school within the community, materials, resources and opportunities available to faculty and students including extra-curricular and community-based programs.

C. Analyze the demographic characteristics of the school.

Location of the school within the community, the make-up of the student population

D. Describe the classroom context and the students themselves in detail.

Needs, likes and dislikes, socio-economic, family and ethnic information, language, number of students, male/female, students' interests and how they are exhibited, students' abilities with regard to literacy and numeracy, students with exceptionalities, ESL students, how students interact during class.

E. Describe policies for classroom management, conflict resolution, and special needs students.

The classroom/space where you will be teaching: the physical set up of the room, how the physical environment promotes or hinders teaching and learning, how technology is or is not employed, a description of the teacher's policies for

classroom management, conflict resolution, and special needs students.

2. Narrative on Selection of the Topic

Through discussion with your cooperating teacher and interactions with students identify topics for teaching. [Please limit this description to approximately one page, double-spaced.]

- A. **Describe topic taught and explain the significance of the topic globally, personally, and specifically for this population which includes a rationale and justification for the topic.** This description should include why and how this content is significant for your students. The rationale should emerge as a result of addressing students' interests, abilities, and curricular considerations, as well as, state and national content standards. Explain other considerations for integrating literacy, numeracy, and other subject areas.

3. Identified Goals and Objectives

[Please limit this description to approximately one page, double-spaced.]

- A. **Goals and objectives** written and aligned with content standards. Choices reflected the understandings of students, curricular considerations, and the connections to the local, state and national standards you are addressing.
- B. **Goals and objectives** were written to account for developmental appropriateness, utilize higher order thinking skills, accommodations needed for the linguistic, academic, cultural, and other differences of your students and providing students various means to achieve proficiency?
- C. **Goals and objectives** addressed literacy: speaking, writing, reading, listening and visualizing.

4. Design and Implement the Instructional Plan

Describe how the information obtained in step 3 was used to plan instruction to facilitate student learning, management, and assessment to achieve the standards-linked to the learning goals and objectives. [Please limit this description to approximately one page, double-spaced.]

- A. **Diagnosis:** Describe how students' prior knowledge was determined.
- B. **Formative:** Describe how student progress was determined.
- C. **Summative:** Describe the degree to which the students achieved the goals and objectives.
- D. **Generative:** Describe how students expanded this information to other contexts.
- E. **Accommodation:** Describe how assessments varied in type and complexity—especially for exceptional students.
- F. Duration of instruction is approximately two weeks. You must include **all planning developed for your topic.**
- G. The plan for your topic must represent a cohesive sequence of activities rather than a collection of activities. [Your plans may be attached if desired.]
- H. Identify resources used.

5. Description of the Assessment Results

Describe students' progress from your initial collection of their understandings through the completion of this study. [Please limit this description to approximately one page, double-spaced.]

- A. Describe how pre- and post-assessments are aligned with objectives.
- B. Describe how the assessment data provided confidence for your conclusions and inferences about student learning.
- C. Describe the student learning that analyzes growth as individuals and as a class.

- D. This description could include any patterns in student learning you identified such as students who did not show growth or students who showed unusual growth. [Data tables may be attached if desired.]
- E. ***Please assure student confidentiality by omitting student names when gathering these resources.***

6. Summary, Interpretation, and Reflective Essay

You have described your processes for analyzing the setting and context, selecting the topic, developing goals and objectives, instructional plan, implementation and assessment. As you compose your narrative, consider the following ideas: [Please limit this description to approximately three pages, double-spaced.]

- A. Essay summarizes the assessment decisions made, how they were designed, and how administered.
- B. Essay explains how you determined reporting results to students, parents, and other stakeholders.
- C. Give examples to support your conclusions.
- D. Consider other evidence that supports or contradicts your findings.
- E. Discuss what you would do differently.
- F. What worked best employing goals/standards-based teaching?
- G. What problems did you encounter?
- H. What would you change in your instructional decisions?
- I. How did your accommodations achieve the desired results?
- J. Discuss the relationship between curricular decisions and classroom management.
- K. What did you learn about yourself as a teacher from this teaching experience?
- L. How did your philosophy evolve including changes in your personal and professional goals?

A discussion of the Teacher Work Sample will take place during the second session of the Orientation Seminar the semester before candidates go out to student teach. There will also be follow-up sessions during the student teaching semester when candidates return for the Initial, Mid-Term, and Final Seminars.

The completed Teacher Work Sample must be submitted electronically by December 1. A hard copy should be placed in your student teaching notebook.

If you have questions about any part of the Teacher Work Sample, please contact:

Dr. Timothy Sharer tishare1@wsc.edu

If you have questions about how to submit your work electronically, please contact:

Dr. James Curtiss jacurti1@wsc.edu
Dr. Robert Sweetland rosweet1@wsc.edu