



THE TEACHER WORK SAMPLE

Reflective Practice
Responsive Teaching



Pre-Assessment of TWS

- In your own words, describe what a Teacher Work Sample is. (2-3 sentences)
- Name and briefly describe 4 of the 7 teaching processes of a TWS.
- Which part of a TWS may be the most difficult for you and why?

What is a TWS?

- The TWS is a performance assessment for student teachers.
- It provides substantial evidence of your understanding and implementation of the 7 processes of teaching* during a two-to-three-week comprehensive unit. (teaching standards)
- It is an authentic experience designed to develop in teacher candidates “a teacher’s way of thinking.”

•The 7 processes of teaching are research-based best practices. See TWS Manual, page 3.

Resources

1. The Teacher Work Sample Manual for Teacher Candidates:
Tips for Preparing the Teacher Work Sample
2. The Annotated Examples of Actual Teacher Work Samples
http://www.uni.edu/itq/Scored_TWS/printable.htm

TWS and Conceptual Framework

SCHOOL OF ED



- **Content Knowledge**
 - Curriculum framework
 - GLCEs
 - HSCEs
- **Learning Communities**
 - Contextual factors

The Seven Teaching Standards to be documented in the Teacher Work Sample

(2-3 week comprehensive unit)

1. Contextual factors
2. Learning Objectives
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision-Making
6. Analysis of Student Learning
7. Reflection and Self-Evaluation

1. Contextual Factors

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

- Knowledge of community, school, and classroom factors
- Knowledge of characteristics of students
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and prior learning
- Implications for instructional planning and assessment

2. Learning Objectives

The teacher sets significant, challenging, varied, and appropriate learning goals and/or objectives.

- Significance, Challenge and Variety
- Clarity
- Appropriateness for students
- Alignment with national, provincial, state, or local standards (GLCEs, HSCEs)

3. Assessment Plan

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

- **Pre-Assessment, Formative, and Summative**
- Alignment with learning goals and instruction
- Clarity of criteria for performance
- Multiple modes and approaches MI , DI
- Technical soundness
- Adaptations based on the individual needs of students

4. Design for Instruction

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

- Alignment with learning objectives
- Accurate representation of content
- Lesson and unit structure
- Use of a variety of instruction, activities, assignments, and resources
- Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
- Use of technology

5. Instructional Decision-Making

- *The teacher uses on-going analysis of student learning to make instructional decisions.*
 - Sound professional practice
 - Adjustments based on analysis of student learning
 - Congruence between modifications and learning objectives

6. Analysis of Student Learning

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

- Clarity and accuracy of presentation
- Alignment with learning goals
- Interpretation of data : charts and graphs
- Evidence of impact on student learning

7. Reflection and Self-Evaluation

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction, and assessment
- Alignment among learning objectives, instruction and assessment
- Implications for future teaching
- Implications for professional development

Practical tips for starting...

2. Keep a journal of successes, failures, frustrations, surprises, insights, etc.

2. Keep samples of student work such as the entire class set of pre- and post-assessments. These will be important when analyzing results and drawing conclusions.

BEFORE you teach the unit...

2. Describe contextual factors
4. Identify learning objectives (state and local standards)
3. Create assessment plan to evaluate student performance before, during, and after instruction.

AFTER you teach the unit...

2. Analyze student learning. Incorporate charts, graphs, or tables.
2. Reflect upon and evaluate your teaching as it relates to student learning.

TWS Manual Group activity

- Think-Pair-Share
- Practical tips for each section.
- Samples from readings of other TWS
- Focus on analysis of test data with bar graphs, tables, etc.
- Look at assessment plans
- Student work samples/whole class and individual

