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**SPR 2017**

**Teacher Work Sample (TWS)**

**A Capstone Assignment**

Early Childhood (PreK-4), Early Childhood with SPED, Middle Level,  
Middle Level with SPED, and Secondary Student Teachers

**Student Teaching Seminar Professor:**

Dr. Shelly Haser  
Education Professor  
426 Nicholson  
412-397-6023  
Fax: 412-397-6044  
e-mail: [haser@rmu.edu](mailto:haser@rmu.edu)

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## TEACHER WORK SAMPLE (TWS)\*

### The Goal

The teacher candidate (the student teacher or practicum student) will design and deliver an effective sequence of lessons, employ meaningful classroom assignments, analyze his/her students' pre/post assessment data, use current research to support decision-making, and reflect of the teaching experience. A successful teacher education candidate should have impact on the PreK-12 student learning. The purpose of this assignment is to evaluate the degree of impact on student learning by examining:

- The ability to design and deliver a multiple-lesson instructional sequence.
- The ability to develop challenging, meaningful classroom activities and assignments.
- The ability to analyze pre/post assessment data.
- The ability to use the students' data to shape or guide or instruction.
- The students' pre-test to post-test learning gains.
- The ability to reflect on your student teaching experience to promote your own professional growth.
- Include current research from practitioner and scholarly journals to support instructional decisions.

### The Assignment

The student teacher or practicum student is required to teach a multiple-lesson (4-6 lessons) instructional sequence. He or she will describe the learning context of the students and any specific instructional adaptations/modifications that were made to meet the learning needs of individual students. The instructional goals should be based on state or district content standards and learning objectives will include outcomes representing a range from knowledge through evaluation (i. e. Bloom's Taxonomy). Additionally, the student teacher or practicum student will create an assessment plan including, but not limited to, measures of student performance before (pre-assessment) and after (post-assessment) teaching the lesson in the instructional sequence. Finally, the student teacher or practicum student needs to analyze his or her students' data and reflect on the instructional design, educational context, and degree of learning gains demonstrated by the PK-12 students. Current research from practitioner and scholarly journals must clearly be linked to support instructional decisions.

Generally, this assignment is 8-12 one-sided pages, plus attachments and lesson plans. The following are required for completion of this assignment:

1. **Learning Goals and Objectives for the Sequence of Lessons,**
2. **Student, Class, and Community Contextual Information and Instructional Modifications/Adaptations,**
3. **Pre/post Assessment Plan with Data,**
4. **Instructional Design and Implementation,**
5. **Analysis of Learning Results through Data,**
6. **Impact on PreK-12 Learning,**
7. **Self-Evaluation: Reflection on Teaching and Learning,**
8. **Using Research to Support Evidence in Assessment Plan, Instructional Design, and Analysis of Data**
9. **Supporting Documentations / Attachments.**

The student teacher or practicum student will address several questions when constructing a response for each section. Each section is described in more detail.

This TWS assignment is submitted for a Pass/Fail score in the Student Teaching Seminar for student teachers or to the M.Ed. practicum supervisor for students in the M.Ed. program. The assignment must be passed in order to successfully complete student teaching or practicum. A pass score is score must be 34 points or higher = 80% or higher). The TWS assignment will be included in the e-portfolio. If the teacher candidate receives close to, but less than 34 points, he/she may possibly be given the opportunity to resubmit another TWS within 7 days. However, the faculty seminar instructor or M.Ed. practicum coordinator will make that decision.

*\*This document is based on the work by the Renaissance Partnership Teacher Quality Project, The Louisiana Dept. of Education, Western Oregon University, Emporia State University, and Marymount University's TWS.*

**Teacher Work Sample (TWS)  
FALL 2016  
Assignment Template**

Student Teacher's Name: \_\_\_\_\_ Grade Level or Subject \_\_\_\_\_

**Overall Learning Goals and Objectives**

|  |
|--|
| A. Unit or Topic:  |
| B. Goals of the lessons (1-2 Goals)  |
| B. Lesson Objectives (with curriculum standards):<br>By the end of this series of lessons, the Student Will Be Able To (SWAT): |
| 1.   |
| 2.   |
| 3.   |
| 4.   |

There should not be more than 5 objectives for this assignment.

**Overall Learning Goals and Objectives Narrative**

List and describe the learning goals for this series of lessons in this instructional sequence. From the goals, develop objectives that should include outcomes representing a range from knowledge through evaluation (i.e. Bloom's Taxonomy.) Be sure to include the knowledge, skills, and reasoning ability students will gain if the learning goals are met. Also, be clear to include the PA standards ([www.pdesas.org](http://www.pdesas.org)) or PA Common Core Standards on which these goals and objectives are based. PA Alternate Standards may be used, if appropriate.

Remember, lesson objectives should be:

- Clearly stated
- Developmentally appropriate
- Aligned with the learning goals and state or district standards
- Described in terms of student performance and stated in behavioral terms

These are not descriptions of activities for students, but what you expect your students to learn during the series of lessons. For those in a middle level and secondary placement, choose *only* one class or period. For elementary and special education, choose *only* one subject.

**Contextual Data and Information on Student, School, and Community**

**Student Contextual Data:**

|              | Class Size | Males | Females | ESL/ELL/ESOL | GIEP | Exceptionalities/ Disabilities (may or may not be on IEP) | SES – Title I | Ethnic/ cultural | Military | Geographic | *Other Contextual needs: (i.e., medical such as 504) |
|--------------|------------|-------|---------|--------------|------|---|---------------|------------------|----------|------------|--|
| Number or #: |            |       |         |              |      |   |               |                  |          |            |  |

*\*Includes unidentified special education needs.*

**Academic Data for Subgroups (choose one model)**

*Generally used for K-5:*

|             | Below Grade | At Grade | Above Grade |
|-------------|-------------|----------|-------------|
| Number or # |             |          |             |

OR

*Generally used 6-12:*

|  | Below Basic | Basic | Proficient | Advanced |
|--|-------------|-------|------------|----------|
|  |             |       |            |          |

**School Data:** Include PSSA scores and other public data generally found on the district website.

**Community Information narrative:** Include information about the school community....geographic location, employment information, jobs, medium income, and other unique factors.

Based on your above students’ contextual, academic data, school data, and community information, describe how you will adapt / modify/ differentiate each lesson for students who have a need described above.

| Specific Adaptations/Modification/ Differentiation | Students’ Contextual Factors (student data and academic data) | Implementation Lesson(s) (which lesson are impacted and how) |
|--|---|--|
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |

**Contextual Information and Lesson Implementations: Narrative**

A. Contextual information:

What are the important characteristics of your students, the school, and your classroom (i.e. students contextual and academic context)....the community?

Your description will include *as much of the following information that is relevant and accessible:*

- Number of students in school and classroom
- Ethnic/cultural/gender/exceptionalities/so forth
- Previously demonstrated academic performance/ability (this may be based on PSSA, PASA, or curriculum based measures)
- Developmental characteristics
- District/community/classroom environmental considerations
- Identified and unidentified students with special needs

**B. Learning Needs and the Specific Adaptations/Modification/ Differentiation**

What influences did the above factors have on your selection and adaptation / modification/differentiation of parts or all of the lessons? Describe the specific needs of individual or groups of students that require you to substantially adapt/modify/differentiate your instruction.

**Assessment Plan**

| Lesson Objectives:<br>(from the first page) | Pre-Assessment | Formative Assessment (do not use homework) | Post-Assessment | Include 1-2 research journal article findings (2011 –present) to support your assessment plan. |
|---|----------------|--|-----------------|--|
| 1.  |                |  |                 |  |
| 2.  |                |  |                 |  |
| 3.  |                |  |                 |  |
| 4.  |                |  |                 |  |

**Assessment Plan Narrative**

- A. Describe your pre-assessment method(s) (determination of student knowledge and skills prior to instruction). Attach a copy of the pre-assessment to the TWS. If you used an activity to pre-assess, attach a copy of the directions and the rubric used to measure student performance. Do not use KWL to pre-assess or other informal measures where individual data cannot be recoded and used as a baseline. Homework cannot be used as a pre-assessment. The pre and post assessment is not part of the 4-6 TWS lessons.
- B. Describe your post-assessment method(s): i.e. how you determined student knowledge and skills after instruction. Attach a copy of the post-test. If you used an activity or assignment, attach a copy of the directions as well as the rubric used to measure student performance. Homework or out of class work cannot be used as a post-assessment.
- C. Describe the formative (informal and formal) assessment used during the sequence of lessons to assess student understanding and progress. Do not use homework.
- D. How do you know that your TWS objectives, pre-assessment, instruction, and post-assessment were aligned (consistent with each other)?

*Remember: Good educational practice requires that pre-assessments and post-assessments are closely aligned.*

## Instructional Design: Parts I and II

### ***Pre-Assessment Analysis and Data***

| Lesson Objectives (from the first page and the assessment part): | Overall Class in Percentage of each objective | *Academic Sub Groups in Percentage of each objective | Implication for instruction including instructional grouping based on the pre-assessment data ( <u>What did the pre-assessment data tell you about your students and how did the pre-assessment data shape your instruction?</u> ) | Include 1-2 recent (2011-present) research journal article findings to support your instructional design. |
|--|---|--|--|---|
| 1.   |   |  |  |   |
| 2.   |   |  |  |   |
| 3.   |   |  |  |   |
| 4.   |   |  |  |   |

\*Subgroups are grouped into “below grade level instruction, at grade-level instruction or above grade level instruction” for Pre-K- grade 6.

\*Subgroups are grouped into: “advanced, proficient, basic or below basic” for grades 7-12.

\*Special Education subgroups can be based in IEP goals.

### *Lesson Plans –*

- A. Describe how you used all the contextual information and pre-assessment data as you designed instruction.
- B. Include reflections on individual lesson plans.
- C. Attach lesson plans

## **Instructional Design and Implementation Narrative**

- A. Pre-assessment Analysis:
  - What did you learn about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole?
  - Apart from looking at your class as a whole (class average, median score, etc.), *it is important to see how various individual academic subgroups performed both on the pre-assessment and post-assessment.* Provide a desegregation of data by using the subgroups – see \* above.
  - How did your analysis of the pre-assessment data influence how you designed the learning activities and lesson plans for your class as a whole? How well did the students in the subgroups perform on each objective? What about individual students with specific needs – gifted, medical, learning , and situational need (i.e., divorce, military, ect.) *Be specific.*

B. Design for Instruction:

Provide specific lesson plans for the instruction that you implemented in order to help students meet each objective in this series of lessons. All lesson plans should follow the RMU lesson plan template found in the Robert Morris University’s Student Teacher Handbook. Be certain that your plans include adaptations, modifications or differentiation for the academic subgroups and individuals based on pre-assessment and/or student contextual factors. Reflections must be included with each individual lesson. Provide all student teacher created handouts and any rubrics or scoring guides that are relevant to any lesson.

C. Sequence of Lessons: Provide a brief outline (schedule) of the daily topics and basic instructional design of the series of lessons (4-6 lessons).

**Analysis of Learning Results**

***Post Assessment Gains***

| Objectives: | Overall Class Percentage | EACH Academic Sub Groups’ Overall Average Percentage | Individual Student Raw Percent Score for each objective |
|-------------|--------------------------|--|---|
| 1.          |                          |  |   |
| 2.          |                          |  |   |
| 3.          |                          |  |   |
| 4.          |                          |  |   |
| 5.          |                          |  |   |

**Analysis of Learning Results Narrative – Use the pre-assessment and post-assessment data to analysis your instruction and report the student gains or losses.**

- A. Conduct a critical analysis of your pre-assessment to post-assessment data.
- B. What did the analysis of your learning results tell you about the degree to which each of your learning objective(s) were achieved for your class as a whole? For each academic subgroup? Individual students and students identified in the student contextual data part.



- C. Include 3-4 recent (2011-present) research journal article findings to support your analysis of your pre-post assessment data.
- D. What did your analysis of each subgroup of students tell you about the degree to which each of your learning objective(s) were achieved? Discuss the specific evidence from the pre and post assessment data to support your answer. Make sure you address and evaluate the learning of all students. Were there learning gains? Learning losses? Be specific and explain.
- E. Do you believe the post-assessment results accurately reflect the degree of learning students demonstrated during the lesson instruction? Explain.
- F. What needs to be done to help students who did not accomplish/master the objectives? Be specific and realistic.

### **Impact on PreK-12 Learning**

Did your instruction impact the students' learning based upon the formative and pre/post-assessment data? Look at each individual student and the subgroups. Do you see any patterns? If so, what are they?

### **Self-Evaluation: Reflections on Teaching and Learning**

Reflections: include general reflections on what you learned by completing the TWS.

- A. What your students learned...what worked and what didn't.
- B. The effectiveness of your instruction...what would you do differently next time and why.
- C. The use of a TWS model to help you with instructional decision making (how did the pre-assessment data shape your instruction.... (Additionally, don't forget reflections on individual lesson plans.)
- D. How this Teacher Work Sample helped you learn about teaching. Reflect on the areas that you will need more professional support and how you might address these needs in your first year of teaching.

### **Supportive Documentation and Evidence**

- A. Graphs and tables that represent the data that you have used in your analysis that provide clear representation of learning gains for individuals, groups, and the whole class should be present.
- B. Lesson plans for individual lessons with teacher prepared instructional materials are required.
- C. Tests, rubrics, or scoring guides that are part of your assessment plan should be provided.
- D. Only include student work as needed to provide explanation of how rubrics or scoring guides are used.

### **Using Research to Support Instruction and Analysis**

- A. There was a clear connection using recent (2011-present) 5-6 articles/research findings to support the assessment plan, instructional design, and analysis of the pre-post assessment data. The total number of research articles for the TWS is 5 for undergraduates and 6 for post-bacc students.

| <b>TWS Rubric: 2016-17<br/>CAEP Standards:<br/>1.1, 1.2, 4.1</b> | <b>Student Teacher Demonstrates<br/>“Not Evident/Lacking” OR “Needs<br/>Improvement” (1 pt.)</b>   | <b>Student Teacher Demonstrates<br/>“Developing Skills” (2 pts.)</b>  | <b>Student Teacher Demonstrates “Target Skills”<br/>(3 pts.)</b>  |
|--|--|---|---|
| <b>Goals and Objectives</b>                                      | Topic, goals or standards, and objectives vague or not evident   | Topic somewhat identified. Goals or standards and objectives stated, but clearly aligned  | Topic identified and appropriate for class/subject. 1-2 goals or standards identified. 3-5 objectives clearly stated, appropriate, and align with curriculum goals or standards   |
| <b>Contextual Data and Adaptations</b>                           | Student, class, school and community descriptions not present or vague, and/or not relevant. Differentiated instruction modification or adaptations missing or minimal or not instructionally appropriate                      | Student, class, school and community descriptions somewhat present and relevant. Differentiated instruction modification or adaptations minimal and somewhat instructionally appropriate  | Clear and relevant descriptions that demonstrate knowledge of students' characteristics, skill levels, and school/ community information. Contextual data and differentiated instruction / adaptations appropriate, specific, and tied to instructional design  |
| <b>Assessment Plan</b>   | Formative assessment missing or weak. Pre and post assessment plans are not aligned, not tied to instruction, and/or do not drive instruction or lessons. Student did not connect any research findings to the Assessment Plan | Formative assessment weak. Pre and post assessment plans somewhat aligned and tied to instruction, and/or somewhat drive instruction or lessons. Student somewhat connected recent research findings to the Assessment Plan                                 | Pre and post assessment plans clearly stated, detailed, aligned with goals & each objective, tied to instruction, and match-up. Formative assessment provides relevant information for instructional planning. Student clearly connected recent research findings to the Assessment Plan  |
| <b>Instructional Design Part I</b>                               | Sequence of lessons plans do not provide evidence of appropriate learning experiences - ineffective instructional methods. Student did not connect any research findings to the Instructional Design: Part I                   | Sequence of lesson plans provide some or weak evidence of learning experiences. Weak learning experiences with no variety and/or ineffective instructional methods. Student somewhat connected recent research findings to the Instructional Design: Part I | Instructional design of sequence of lessons aligns with learning goals and offers relevant learning experiences with accurate content using a variety of effective instructional methods. Student clearly connected recent research findings to the Instructional Design: Part I  |
| <b>Instructional Design Part II</b>                              | Lesson plans do not provide evidence of appropriate learning experiences based on contextual information and/or pre-assessment data. Student did not connect any research findings to the Instructional Design: Part II        | Lessons plans take into account some contextual information and/or pre-assessment data, but not carefully explained. Student somewhat connected recent research findings to the Instructional Design: Part II   | Instructional design of developmentally appropriate sequence of lessons – takes into account ALL contextual information, including differentiated/ adapted needs, sub-groups, and pre-assessment data. Student clearly connected recent (2008-present) research findings to the Instructional Design: Part II   |
| <b>Analysis of Learning</b>                                      | Data analysis weak or inadequate. No discussion on class or subgroup achievement provided. Student did not connect recent research findings to Analysis of Learning  | Data analysis somewhat developed. More explanation needed on learning gains/losses for whole class and subgroups. Student somewhat connected recent research findings to Analysis of Learning   | Data analysis is directly tied to data learning gains or losses. Accurate presentation and explanation of whole class and subgroups explained. Specific remediation explanation for student(s) who did not achieve objective based on the post-assessment data. Student clearly connected recent (2008-present) research findings to Analysis of Learning |
| <b>Impact on PK-12 Student Learning</b>                          | Little or no impact on student learning  | Minimal impact on student learning  | Whole class and subgroups made learning gains based on pre/post-assessment data   |

|                              |  |  |  |
|------------------------------|--|--|--|
| Self-Evaluation: Reflections | Minimal and/or superficial reflections                               | Some reflection evident that ties into self-growth and impact of teaching based on the TWS assignment  | Reflections specific and focus on the impact of the experience on student learning. Reflections present in each lesson. Also, general reflection on the impact of teaching explained       |
| Supporting Documentations    | Non-relevant or no attachments provided                              | Some weak data attachments provided and/or not connected to analysis   | Relevant graphs, tables or charts that visually show student/subgroup pre-post assessment data connected to analysis   |
| Using Research and Evidence  | Non-relevant or no recent findings were included                     | Student weakly connected recent research findings with 3-6 journal articles to the Assessment Plan, Instructional Design: Part I and Part II, and the Analysis of Learning | Student clearly connected recent (2008-present) Research findings to the Assessment Plan, Instructional Design: Part I and Part II, and the Analysis of Learning with 5-6 journal articles |
| Pass on First Submit         | Passed on second or third submit after not passing on initial submit | Passed on second submit after not passing on initial submit  | Passed on first submit   |
| Grammar and Writing          | Several grammar, punctuation, and/or mechanical errors               | Few grammar, punctuation, and/or mechanical errors   | No grammar, punctuation, and/or mechanical errors  |
| Professionalism              | Submitted 2-4 days past due date and/or sloppy appearance            | Submitted 1-2 days past due date and/or sloppy appearance  | Submitted on time and professionally presented   |
| Overall TWS Score            |  |  |  |

**Student's Name:** \_\_\_\_\_

**Scorer's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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SCORE: \_\_\_\_/42 points

PASS/FAIL \_\_\_\_ (score must be 34 points or higher = 80% or higher)

**Scorer's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Comments:

