



Northwest Missouri State University

College of Education

Teacher Work Sample<sup>1</sup>

Cover Sheet

Teacher Candidate:  Type here  PIDM:  919 Type here

Degree Program:  Type here

Major:  Type here  Minor:  Type here

University Supervisor:  Type here

Cooperating Teacher:  Type here  School:  Type here

Advisor:  Type here

TWS Grade Level:  Type here  Content Area:  Type here

Academic Integrity Statement:

I affirm and testify that I completed all materials included in this teacher work sample. I understand that submission of materials identical to those of teacher candidate constitutes academic dishonesty and that both of us may be dismissed from the teacher education program.

\_\_\_\_\_  
Teacher Candidate's Signature

\_\_\_\_\_  
Date

<sup>1</sup> Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Dr. Carole Edmonds, Dr. Joyce Piveral, and Dr. Tim Wall for NWMSU (August 2003). Revised by Dr. Matt Symonds and Dr. Tim Wall (January 2008). Revised by Dr. Nissa Ingraham, Dr. Joe Kreizinger, Dr. Terry Lovelace, Dr. Cheryl Malm, and Dr. Matt Symonds (June 2012).

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## The Northwest Missouri State Teacher Work Sample: An Overview Guidelines for Preparation

As a requirement for the Teacher Education Program, you must develop a Teacher Work Sample (TWS). This will help you document your ability to plan, deliver, and assess a standards-based instructional sequence while demonstrating your ability to reflect on the impact your instruction has on student learning. The student teacher is required to complete a Teacher Work Sample (TWS) and submit it to Tk-20 for evaluation. Your TWS must be submitted to Tk-20 at least two weeks prior to the final campus seminar mandatory for all student teachers.

The student teacher is required to pass each TWS quality indicator in order to earn a passing grade for student teaching. Work submitted for each quality indicator may be revised and resubmitted. Revisions must be submitted to Tk-20 within two weeks of the final campus seminar (TWS evaluation date). Failure to earn a passing score on all quality indicators of the TWS will result in a failing grade for all student teaching hours.

Each TWS covers an instructional sequence comprised of at least five consecutive lessons within a teaching unit focused on a concept or set of concepts. For your TWS, you will plan, deliver, and assess your instructional sequence and then complete an analytical report and reflection according to the guidelines provided in this document. An entire teaching unit is not required for submission provided all TWS elements are included.

### Targeted Standards (Northwest's Conceptual Framework, MoSPE Standards, GLE, CLE, NCATE, ISTE)

Your TWS provides evidence of your knowledge, skills, and dispositions (NCATE), and is correlated to performance relative to the following MoSPE standards [page 63 of the Professional Education Handbook].

1. **Standard #1 Content knowledge, including varied perspectives, aligned with appropriate instruction:** The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
2. **Standard #2 Understanding and Encouraging Student, Learning Growth and Development:** The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. **Standard #3 Implementing the Curriculum:** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
4. **Standard #4 Teaching for critical thinking:** The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources.
5. **Standard #5 Creating a positive classroom environment for learning:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
6. **Standard #6 Utilizing Effective Communication:** The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction:** The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
8. **Standard #8 Professional Practice:** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Standard #9 Professional collaboration:** The teacher has effective working relationships with students, parents, school colleagues and community members.

### Required Components of the Teacher Work Sample

- There are no specific page limits for your TWS.
- Please include ONLY required materials.
- A typical TWS project is approximately 40 pages plus student work, charts & graphs

Your TWS must include the components listed below. Suggested page limits for each section are noted.

1. Learning Context
2. Learning Objectives
3. Assessment Plan
4. Teaching Unit Instructional Plans
5. Instructional Decision Making
6. Analysis of Student Learning
7. Reflection and Self-Evaluation

Running head: TEACHER WORK SAMPLE

Type title of unit here

## Teacher Work Sample

### Element 1: Learning Context

This section of your Teacher Work Sample describes the community, school, and classroom context in which you are completing your teaching experience. This context is critical as it describes the environment for learning. **This section of your TWS is written in narrative form and includes the following 5 tasks.**

Discuss each of the following topics in this section of the Teacher Work Sample:

#### Element 1.1

Describe in detail the characteristics of the local neighborhood/community in which the school is located, the school, your classroom, and your students.

Begin by providing a brief description of the characteristics of the local neighborhood/community in which the school is located and the school community, including the type of school and grade/subject configuration. Visit the local Chamber of Commerce web page to find out more about the community. Tell about the population, cost of living, labor force and unemployment rate, average cost of housing, and other characteristics of this community. Based on this information, what will be the socioeconomic background of most of the students in your school?

Then explain major characteristics of the school that impact your instructional planning, delivery, and assessment. Detail any district or state mandates, such as required texts or curricula and content standards, services available in the school for students with special needs, etc. Remember, for each factor you describe, you must explain how that factor impacts teaching and learning.

Describe the classroom environment in which you are teaching the instructional sequence presented in your Teacher Work Sample. Include a description of the classroom rules, daily routines, physical arrangements (you might want to include photographs showing your classroom arrangement), technology available for students and teachers, social dynamics and grouping patterns, and scheduling that affects teaching and learning. Remember, for each factor you describe, you must explain how that factor impacts your teaching and student learning in the classroom.

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

#### Element 1.2

Build upon your work in 1.1 to connect specific student, classroom, school, and community characteristics to a classroom management plan (outlines district/ building/classroom plan; explain specific plans for developmental/special needs behaviors, etc.). Include the name of the theorist(s) associated with this classroom management plan.

### **Element 1.3**

Explain how specific characteristics may influence development of learning objectives (prior knowledge, student support, necessary modifications, accommodations and/or modifications, etc.). In other words, how do the characteristics of your school and classroom impact planning for instruction.

### **Element 1.4**

Describe how these specific characteristics may influence selection of teaching strategies you will use in your classroom (grouping considerations, expertise available in the community, use of technology, etc.).

### **Element 1.5**

Document an interview and/or collaborative discussion with the cooperating teacher regarding learning context.

#### Definition of Terms

- *Impacts teaching and learning:* A contextual factor impacts teaching and learning if it matters (is important to, is relevant to, affects) how or the extent to which students learn.

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 1: Learning Context: Data Reporting and Planning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>	<b>MoSPE Standards</b>	
1.1 Learning context includes detailed description of student, classroom, school and community characteristics (may include racial, socioeconomic, special needs, linguistic, culture, etc.), reference your 5 day report and learning context demographic form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>1. Content Knowledge</b> <b>2. Learners and Diversity</b> <b>3. Curriculum</b> <b>4. Instruction</b> <b>5. Classroom Management</b> <b>6. Effective Communication</b> <b>8. Professional Practice</b> <b>9. Professional Collaboration</b>	<input type="checkbox"/>
1.2 Candidate explains how your specific student, classroom, school, and community characteristics influenced your classroom management plan (outline district/building/classroom plan; discuss specific plans for developmental/special needs behaviors, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.3 Candidate explains how specific characteristics influence the development of your learning objectives (prior knowledge, student support, necessary modifications, adaptations and/or accommodations, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.4 Candidate anticipates how specific characteristics may influence your selection of teaching strategies (grouping considerations, utilize community expertise, use of technology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.5 Candidate documents interview /collaborative discussion w ith cooperating teacher regarding learning context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

## Element 2: Learning Objectives

In this section of your Teacher Work Sample, you must

1. list the learning objectives that guide the planning, delivery, and assessment of your instructional unit (or sequence);
2. show how these objectives align with appropriate national, state, and/or local standards;
3. show how the learning objectives are linked to multiple instructional strategies (including use of technology) and developmentally appropriate learning theories;
4. reflect on possible assessments (both formative and summative) connected to these objectives;
5. develop and administer a content pre-test;
6. based on those pre-test results, explain what changes you will make to the learning objectives.

**There are five specific tasks to be completed in Element 2 of your Teacher Work Sample.**

### Elements 2.1, 2.2, 2.3, and 2.4

Complete the following table that outlines your objectives (what you expect your students to know and be able to do), identifies national, state, and/or local standards correspondent to each objective, and illustrates *how* each objective links to multiple instructional strategies, developmentally appropriate learning theories, and use of technology (when appropriate).

Learning Objective	National, State, or Local Standards	List of possible appropriate instructional strategies	List of possible appropriate assessments (formative and summative)
Write each learning objective in a research-based format such as ABCD format (audience, behavior, condition, degree) or SMART (specific, measurable, attainable, related, time-bound). List each learning objective on a different row of this table.	Indicate to what standard(s) your objective is aligned.	Indicate appropriate instructional strategies that can be utilized to reach your objective.	Indicate any appropriate technology that can be utilized to enhance the learning of your students related to the objective

### Element 2.5

Explain (paragraph form) *why* each objective is linked with the chosen strategies, theories, and (where applicable) use of technology. Include a reflection statement (paragraph form) about possible assessment strategies (both formative and summative) related to the objectives (include *what*

strategies you choose, and *why* you choose them).

## **Element 2.6**

Develop, administer, score, and interpret a content-specific pre-test. Now, based on the interpretation of the pre-test results, explain (paragraph form) the changes you would make to your learning objectives and why you would make those changes. Include completed student copies of the pre-test *and* the revised objectives).

### Definition of Terms

- *National, state, and/or local standards:* General statements about learning expectations for what P-12 students should know and be able to do as required by national, state, or local standards
- *Developmentally appropriate:* Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/or prior level of achievement



	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 2: Learning Objectives</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>	<b>MoSPE Standards</b>	
2.1 Learning objectives are written in a research-based format (such as audience, behavior, condition, degree [ABCD] or specific, measurable, attainable, related, time-bound [SMART]) (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>1. Content Knowledge</b> <b>2. Learners and Diversity</b> <b>3. Curriculum</b> <b>4. Instruction</b> <b>5. Classroom Management</b> <b>6. Effective Communication</b> <b>8. Professional Practice</b> <b>9. Professional Collaboration</b>	<input type="checkbox"/>
2.2 Learning objectives are aligned to standards (national or state or district curriculum maps, if appropriate). Are you using a national, state, or local curriculum map? Include the language of the standard (organized in a table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.3 Candidate links learning objectives to multiple instructional strategies (appropriate for the objective), appropriate learning theories (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.4 Candidate lists possible assessment strategies, both formative and summative, appropriate for each learning objective (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.5 Candidate justifies in detail why and how each possible learning objective is aligned with the indicated instructional strategies and technology (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.6 Based on pre-test results, candidate explains any needed changes to learning objectives and/or explains why no changes are needed (includes completed student copies of pre-test and revised objectives) (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

## Element 3: Assessment Plan

In this section of your Teacher Work Sample, you must design an assessment plan that will be used to monitor student progress toward the learning objectives. Plan appropriate assessment measures for assessing student learning before instruction, during instruction, and after instruction.

Assessment methods may include constructed response items, selected response items, performance assessment that includes scoring rubrics, and personal communication documented in anecdotal records. Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives. You must also state and defend the criteria you will use for determining the accomplishment of each learning objective.

**There are three tasks to be completed in Element 3 of your Teacher Work Sample.** You will need to:

1. Construct a table that outlines the assessment plan for your unit.
2. Include copies of each assessment you will use, including the student copy and the answer key for each assessment.
3. Write a reflection statement about how your chosen assessments match the instructional strategies you will employ in your unit.

In Element 2 of your Teacher Work Sample, you administered a pre-test for your unit and made any necessary changes to your learning objectives based on what you want your students to know and be able to do. Now, based on these revised learning objectives, it is time to develop your unit assessment plan. Before you begin to write this section of your TWS, we recommend that you ask yourself the following key questions:

- Are there different ways I can determine the degree to which objectives have been met?
- If so, what is the best or most appropriate assessment tool for this class based on the learning context? Are these assessment tools formative or summative?
- How will I know when students have attained these objectives?
- How can these assessments be modified to meet the needs of the various learners in my classroom?

### **Element 3.1, 3.2, 3.3, and 3.4**

After considering these key questions for assessment, you can begin to develop your unit assessment plan. Remember to review the rubric for this section as you develop your assessment plan table. Please using the following format:

Learning Objectives	Assessment Methods	Rationale	Adaptations
List each learning objective in a separate row. Remember, your learning objective should include a Standard of Performance or Expectation	List and briefly describe the appropriate assessment method you have chosen for this objective. Indicate whether the assessment is formative or summative.	Explain why you chose this assessment. Explain how you will administer, score, and interpret this assessment.	What modifications will you make to this assessment to meet the needs of individual students in your class who have special needs?
Example	Example	Example	Example

### **Element 3.5**

Finally, in paragraph form, include a written reflection statement that addresses how and why the assessments you utilized in your unit complement or match the instructional strategies you have selected.

	Needs Revision			Meets Standards		Comments	MoSPE Standards	
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 3: Assessment plan</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>			
3.1 Candidate identifies all formative and summative learning assessments (column 2) used for each learning objective (column 1 of the table) included in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>1. Content Knowledge</b> <b>2. Learners and Diversity</b> <b>3. Curriculum</b> <b>4. Instruction</b> <b>5. Classroom Management</b> <b>6. Effective Communication</b> <b>8. Professional Practice</b> <b>9. Professional Collaboration</b>	<input type="checkbox"/>
3.2 Candidate includes <u>multiple</u> assessment strategies appropriate to the context and objectives. (include in column 2 table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.3 Candidate <u>explains</u> in detail why each formative and summative assessment was chosen in the rationale column of the table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.4 Candidate includes consistent and appropriate accommodations/adaptations for the context and objectives (column 3 of the table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.5 Candidate anticipates/connects learning objectives to instructional strategies to assessments planned for the unit (narrative paragraph: addresses how and why).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

## **Element 4: Instructional Plans**

In this section of your Teacher Work Sample you will provide detailed lesson plans for the lessons you are teaching. You will demonstrate your ability to plan instruction that is academically sound, developmentally appropriate, and addresses appropriate content standards as designated by the state or your school district. **This section of your TWS includes the three following tasks:**

1. Re-read the reflection written at the end of Element 2 regarding changes to the learning objectives based on the results of the pre-test. Think carefully: How will these revised learning objectives impact the lessons you plan?
2. Re-read the reflection written at the end of Element 3 outlining possible instructional strategies. Review the needs of the students in your class and the content you will be teaching. Carefully select the most appropriate instructional strategies to help students learn the content you are teaching in this unit.
3. Write detailed lesson plans for a five-lesson sequence. Include copies of all instructional materials, i.e., handouts, worksheets, PowerPoint slides, SmartBoard materials, etc. as well as selected copies of student work to illustrate the formative (and/or summative) assessment(s) associated with each lesson.

### **What do I need to do?**

First, write five detailed lesson plans for five sequential lessons that meet the criteria outlined below and in the rubric.

#### **Element 4.1**

Lesson plans must be consistent with a researched-based format (Hunter lesson plan, Learning Cycle, etc.) and must be in parallel style. Templates for these lesson plan formats are provided in Appendices I and II.

#### **Element 4.2**

Plans must include sufficient detail to demonstrate your knowledge of the content, i.e., include completed examples you will use and scripts explaining what you will say during Input/Modeling (Hunter Lesson Plan) or Explanation (Learning Cycle). Include appropriate academic language you will use to present the content to your students.

#### **Element 4.3**

Plans must demonstrate your ability to use multiple subject-specific teaching strategies (must incorporate at least three different strategies in each lesson plan).

#### **Element 4.4**

Plans must include strategies for facilitating students' expression through speaking, writing, listening, or communicating in other ways, for example using media or other technology.

#### **Element 4.5**

Lesson plans must include strategies used to keep students actively and effectively engaged during the lesson, i.e., questioning techniques, group accountability, hands-on activities, etc.

#### **Element 4.6**

Lesson plans must outline how you will manage activities, time (pacing), transitions, etc. during the lesson. Include a description of pacing throughout the lesson, descriptions of class routines associated with stations, group activities, etc.).

#### **Element 4.7**

Make sure to include copies of all instructional materials. These include handouts, worksheets, Powerpoint presentations, assessments, rubrics, and answer keys. Also include samples (not the entire class) of student work. **Remember to remove all information that identifies students (such as their name) from the student work that you include.**

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 4: Instructional Plans</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>	<b>MoSPE Standards</b>	
4.1 Instructional plans are consistent with a research-based format in parallel format (Hunter, learning cycle, district model, etc.). Indicate if you have made adjustments to objectives following pre-assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>1. Content Knowledge</b> <b>2. Learners and Diversity</b> <b>3. Curriculum</b> <b>4. Instruction</b> <b>5. Classroom Management</b> <b>6. Effective Communication</b> <b>7. Assessment</b> <b>8. Professional Practice</b> <b>9. Professional Collaboration</b>	<input type="checkbox"/>
4.2 Instructional plans demonstrate the candidate's knowledge of the content and academic language of the discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.3 Instructional plans demonstrate the candidate's ability to use multiple (minimum of 3) subject-specific teaching strategies appropriate to the context of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.4 Instructional plans include appropriate ways (minimum of 2) of facilitating learner expression in speaking, writing, listening, and communicating through other media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.5 Instructional plans list specific strategies for maintaining student engagement throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.6 Instructional plans indicate candidate's ability to manage time, space, transitions, and activities (pacing, routines, stations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.7 Candidate includes copies of all instructional materials (handouts, worksheets, powerpoints, assessments, rubrics, answer keys, and samples of student work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>



\* If more space is needed, please add additional pages.

### Parallel Instructional/Lesson Plan (Hunter/Betts)

<p><b>Title:</b></p> <p><b>Time:</b></p> <p><b>Materials Needed:</b> (including integration of technology)</p> <p><b>Lesson Objective(s):</b></p> <p><b>Standards Addressed:</b></p> <p><b><u>Before the Lesson:</u></b></p> <p style="padding-left: 40px;"><i>Anticipatory Set</i> (gain students' attention):</p> <p><b><u>During the Lesson (Procedure):</u></b></p> <p style="padding-left: 40px;"><b><i>Instructional Input:</i></b></p> <p style="padding-left: 40px;">Present the content through a variety of instructional strategies such as lecture, discussion, group work, etc.; sequence the content logically.</p> <p style="padding-left: 40px;">As a teacher, I will .....</p> <p style="padding-left: 40px;"><b><i>Model:</i></b></p> <p style="padding-left: 40px;">Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.</p> <p style="padding-left: 40px;"><b><i>Check for Understanding:</i></b></p> <p style="padding-left: 40px;">Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.</p> <p style="padding-left: 40px;"><b><i>Guided Practice:</i></b></p> <p style="padding-left: 40px;">Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.</p> <p style="padding-left: 40px;"><b><i>Independent Practice:</i></b></p> <p><b><u>After the Lesson:</u></b></p> <p style="padding-left: 40px;"><b>Closure (summary):</b></p> <p style="padding-left: 40px;">Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.</p> <p style="padding-left: 40px;"><b>Follow-up Activities (may be done as homework):</b></p>	<p>Accommodations/ Modifications</p> <p><b><u>Accommodations</u></b> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</p> <p><b><u>Modifications</u></b> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p> <p style="text-align: center;"><i>Terms in italics are the components of the Madeline Hunter Lesson Plan Model</i></p> <p>Before, during and after reading activities (Betts, 1947)</p>
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The During the Lesson and After Lesson Components may vary. Components may be used more than once in a lesson. If "N/A" is used, you must explain why it is not applicable. (i.e. "There will be no independent practice because the students will complete the assignment in guided practice.")

Parallel lesson plan format developed by Dr. Nancy Foley



Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Carole Edmonds, Joyce Piveral and Tim Wall for NWMSU (August, 2003). Revised by Matt Symonds and Tim Wall (January, 2008).

## Parallel Instructional/Lesson Plan (Learning Cycle)

	Accommodations/Modifications
<p><b>Chapter or Unit Topic:</b></p> <p><b>Grade Level:</b></p> <p><b>Learning Cycle Topic:</b></p> <p><b>Big Idea or Broad Concept:</b></p> <p><b>GLEs/CLEs/Standards:</b></p> <p><b>National Science/Math Education Standards:</b></p> <p><b>Objectives Related to Big Idea/Concept:</b></p> <p><b>Materials Needed:</b> (including integration of technology)</p> <p><b>Lesson Objective(s):</b></p> <p><b>Process Skills to be Used:</b></p> <p><b>Vocabulary to be Introduced:</b></p> <p><b>Engagement:</b> Purpose: To motivate, create interest, and foster curiosity. Make connections to prior knowledge</p> <p><b>Exploration Activity:</b> Manipulatives, demonstrations, brainstorming, analogies</p> <p><b>Explanation:</b> Discuss activity / explain / introduce vocabulary / reading / videos (Check for understanding and modeling)</p> <p><b>Elaboration Activity:</b> Apply, develop and extend the concept with inquiry or problem solving (performance task opportunity)</p> <p><b>Formative Evaluation:</b> Should match behavioral objectives.</p> <p><b>Evaluations (closure):</b></p>	<p><b>Accommodations</b> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</p> <p><b>Modifications</b> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p> <p>An Instructional Model: The Learning Cycle. BCSC expanded five-step learning cycle model.</p>

Parallel lesson plan format developed by Dr. Nancy Foley

## **Element 5: Instructional Decision Making**

In this section of your Teacher Work Sample you will actually teach your lessons and then you must provide examples of “Instructional Decision-Making” and the “thought process” you go through when you consider your students’ learning. Each of these statements will be approximately one paragraph in length. Provide a reflection of **two** different instances when you, as a teacher, used ongoing reflection during your instructional sequence that resulted in modifications to the existing lesson. You must describe a situation when the whole class, groups, or an individual student’s learning or response caused you to modify or adapt your original instructional sequence, lesson plan(s), or assessments. The modifications/accommodations must be based on your students’ behavior, not on circumstances such as a shortened time period for teaching or equipment failure.

### **What do I need to think about to complete this task?**

- While teaching your lessons, you will want to continually consider what you could change or modify that will help the students better understand the material you are presenting.
- You will want to consider what triggered you to make this change. Was it a look that you got from one of the students or a comment that was made? Was it your student(s)’ inability to answer your questions? Was the change based on the results of a pre-planned assessment?
- Use the lesson reflection sheet to record information about each of your lessons. Use this information to reflect on your instructional decision making.

**This section of your TWS contains three tasks.** The first two tasks of this element should be written in narrative form. The third task is to make sure you have included your cooperating teacher feedback form.

### **Element 5.1\***

Discuss your teaching with your cooperating teacher. Complete the cooperating teacher feedback form (located at the end of this section) and include a copy of the form with your TWS. This form allows your cooperating teacher to comment on how your adjustments took place during your lesson.

### **Element 5.2**

For each of the two instances/examples you provide,

- Clearly describe the context of the student learning or response. What is happening? The student’s learning or response may come from a planned (formal) or informal (interim) assessment or another source other than the pre-assessment.
- Analyze what were you thinking as this instance was occurring. Why did you believe an adaptation or modification was needed?
- Describe in detail the modifications or adaptations you made.

- Explain your rationale for how you thought the adaptations or modifications would improve student progress toward mastering the learning objective(s) and how you feel this will help your future instruction related to a particular learning objective.

**Definition of Terms**

- *Reflection-in-Action*: Reflection that occurs during teaching
- *Modifications*: Change from original instructional plan, i.e., materials, learning environment, strategies, etc. based on information about students
- *Accommodations*: Changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks
- *Instructional strategy*: Teaching strategies such as reciprocal teaching, cooperative learning, etc.

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 5: Instructional Decision-Making</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>	<b>MoSPE Standards</b>	
5.1 Candidates discusses (post-teaching) 2 TWS lessons with the cooperating teacher and documents these discussions (include a lesson reflection sheet from each of your discussions with your cooperating teacher (2 required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
5.2 Candidate explains two changes made during your student teaching experience due to unforeseen circumstances and reflects upon how these affected student learning (such as technology malfunctions, fire alarms, student illness, unexpected learning outcomes, incorporating current events associated with the lesson, etc.) (May not be related to your TWS unit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>

\*This Cooperating Teacher Lesson Reflection Sheet (below) will be completed by your Cooperating Teacher in their section of the field experience binder of Tk20. Please obtain a printed copy of this form, scan it into a PDF document, and upload it in this element.

## Cooperating Teacher Feedback Form

This Reflection Sheet should be completed by the cooperating teacher following observations of lessons taught in the Teacher Work Sample (TWS) sequence. Please meet with your teacher candidate after they have taught the lesson to discuss/compare reactions to the following items. A signed copy of this form should be included with the TWS documents.

Teacher Candidate: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

School \_\_\_\_\_ Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

1. As you observed this lesson, to what extent were students productively engaged in the work?
2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the planned lesson and/or the district's curriculum guide?
3. How did the teacher candidate act on feedback from students that they did/did not achieve understanding and/or that the goal/objective(s) of the lesson were met?
4. Did the teacher candidate adjust their goals and/or plans as the lesson was taught? Why? How?
5. What suggestions would you make if the teacher candidate were to teach this lesson again?

\*If more space is needed, please add additional pages

Teacher Candidate: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
(signature) (signature)

## Element 6: Analysis of Student Learning

In this section of the Teacher Work Sample, you will describe student learning that occurred as a result of the instructional sequence. You should provide evidence of the assessment you developed to align with your learning objectives and the standards, consider students' performances on the assessment connected to those learning objectives, and use your analysis of the data to identify the next steps in your instruction.

Before you begin, think about the following questions:

- How have you evaluated student learning throughout the entire learning segment?
- How do you document student learning?
- How have you provided feedback to students about their learning strengths and needs? You will want to collect assessment responses from the entire class, and then analyze patterns in student learning.
- Did several students demonstrate the same strengths or similar needs? How will you use this information to inform your instruction for future lessons?

**This section of your TWS contains four tasks.** Tasks 1 and 2 include constructing graphs or charts and tasks 3 and 4 include writing narrative summaries that give both you and your students detailed feedback about the progress students are making toward meeting the identified learning objectives. You will present data for at least two of the learning objectives addressed in the instructional sequence.

### Element 6.1

Quantitative whole class analysis: Collect data for each student in the class on a pre-assessment and post-assessment for each of the two identified learning objectives. Provide a graphic representation to compare pre- and post-test results on one objective and explain what the graph illustrates. Then, provide a second graphic representation to compare pre- and post-test results for the second learning objective. For each of the featured learning objectives, you may indicate:

- A. the percent of the students who achieved the objective according to the criteria stated in your assessment plan, and
- B. the number of students who showed improvement from the pretest to the post-test.

Graphic representation for students in early childhood may be in a format such as a teacher checklist with detailed analysis.

### Element 6.2

Quantitative subgroup and/or individual analysis: Select a contextual characteristic to analyze, i.e., performance level, socioeconomic status, gender, language proficiency, or other attributes of diversity. Consider a subgroup and/or individual student(s) based on that distinguishing characteristic,

and explain why it is important to understand the learning of this particular subgroup and/or individual in relation to at least two of the learning objectives addressed in the instructional sequence. Use disaggregated data to draw conclusions about the extent to which the subgroup met the learning objectives. Provide graphic representations to compare pre- and post-test results for each featured target, and explain what the two graphs illustrate about the learning of the sub-group in comparison to the whole class.

### **Elements 6.3 and 6.4**

For 6.3 and 6.4, you will explain your results in qualitative form, one narrative for each of the quantitative analyses you presented (whole class and sub-group). Your narrative should analyze student progress toward meeting the two identified learning objectives. As you summarize your students' learning,

1. discuss what students appear to understand well and where they continue to struggle, including any misunderstandings, errors, confusion, or needs;
2. describe any modifications/accommodations to the planned assessment or procedure that allowed students with specific needs to demonstrate their learning.
3. cite evidence of common patterns across the class, as well as groups of students with similar strengths or needs.

Based upon your analysis of students' performance on the pre- and post-test, describe the next steps for instruction of the whole class. Based upon your analysis of students in the subgroup's performance, describe the next steps for instruction that may be needed for this group of learners.

Definition of Terms:

- *Subgroups*: A subset of the class based on specific, distinguishing characteristics
- *Disaggregate*: Ungrouping objects or data into meaningful subcategories or parts



	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address	Attempted but little evidence of meeting criteria and/or incomplete	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 6: Analysis of Student Learning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>	<b>MoSPE Standards</b>	
6.1 Candidate presents quantitative data with graphic representation or data table of <u>whole class achievement</u> on at least <u>two objectives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>1. Content Knowledge</b> <b>2. Learners and Diversity</b> <b>3. Curriculum</b> <b>4. Instruction</b> <b>5. Classroom Management</b> <b>6. Effective Communication</b> <b>7. Assessment</b> <b>8. Professional Practice</b> <b>9. Professional Collaboration</b>	<input type="checkbox"/>
6.2 Candidate presents quantitative data with graphic representation or data table of selected <u>subgroup achievement</u> on at least <u>two objectives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.3 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for <u>the whole class</u> (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.4 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for the <u>subgroups</u> (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

## **Element 7: Reflection**

Element 7 of your Teacher Work Sample provides you an opportunity to reflect on key points of the unit you taught as well as your overall student teaching experience.

It is important for you to critically reflect on these experiences before you begin to write this section of your Teacher Work Sample.

Element 7 contains three parts. Each section should be two to three paragraphs written in narrative form. Follow these specific instructions for each section:

### **Element 7.1**

Reflect on the effectiveness of your classroom management plan. In this section tell the reader what you learned about classroom management during your student teaching experience. How did you apply what you learned to improve your classroom management? How did you/will you change your classroom management in the future? Be specific, and provide examples.

### **Element 7.2**

Reflect on the importance of collegial and collaborative activities within your school setting. This section includes participation in professional development activities, learning communities, department or grade level meetings, etc. Again, focus on what you learned, what you can apply in the future, and how your ideas about collegial and collaborative activities have changed. Be specific, and provide examples.

### **Element 7.3**

Develop and reflect on your own self-improvement plan. This section is related to the specific unit you taught for your TWS project. Think about learning objectives, lesson plans, instructional strategies, assessments, student engagement, and student learning. Identify areas of strength and areas for improvement. Be specific, and provide examples. What did you do well while teaching this unit? What can you do better next time you teach this unit? How have you changed as a teacher?

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
<b>Element 7: Reflection and Self-Evaluation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>	<b>MoSPE Standards</b>	
7.1 Candidate reflects on effectiveness of his/her classroom management plan (I learned.....I applied.....I changed [or would change]...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum	<input type="checkbox"/>
7.2 Candidate reflects on the importance of collegial and collaborative activities and professional development (I learned.....I applied.....I changed...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4. Instruction 5. Classroom Management 6. Effective Management	<input type="checkbox"/>
7.3 Candidate reflects on self-improvement <u>in planning and teaching</u> the unit, identifying strengths and weaknesses (I learned.....I applied.....I changed...) Address at least 2 of the following: objectives, lesson plans, instructional strategies, assessments, student engagement, student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>

## Element 8: Organization, Academic Language, Spelling, and Grammar

### Element 8.1

Element 8 is the last element in the Teacher Work Sample where you demonstrate your ability to communicate using academic language related to professional education and the content of your unit. Element 8 of your TWS will be evaluated in three main areas:

1. Organization. Your TWS should be well organized.
2. Use of Academic Language. You should use the appropriate, accepted academic language of your discipline.
3. Spelling and Grammar. Your TWS should demonstrate your use of standard English conventions, grammar, punctuation, and spelling.

**Proofread your TWS thoroughly before you submit it for grading.**

Your Teacher Work Sample must include all seven of the elements listed and must be keyed into MS Word, double-spaced, and error-free. It should include the provided TWS Cover Sheet and table of contents that lists the sections of your paper and the page numbers. Submit your Teacher Work Sample to the TK20 website by the deadline set by the Field Experiences Director. Your Teacher Work Sample will be evaluated using the attached scoring rubric.

Electronically submitted Teacher Work Samples will need to be in a file format readable on the Northwest campus, preferably Microsoft Word (.doc). If you use another word processing program, save your Teacher Work Sample as .doc by opening the document, going to File in the menu, then selecting Save As. Choose the MS Word format.

	Needs Revision - DOES NOT PASS	Meets Standards - PASS			
<b>Element 8: Organization, readability, spelling, and grammar</b>	<b>0</b>	<b>3</b>	<b>Comments</b>		
8.1 Work Sample is well-organized, uses academic language, and demonstrates the use of standard English conventions, such as the correct use of standard grammatical rules (verb tense, subject-verb agreement, quotations, active/passive verbs, etc.) THIS ELEMENT IS PASS/FAIL	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>