

PPBOCES/UCCS
Teacher-in-Residence Program
Teacher Work Sample (TWS)
Assignment

This TWS assignment is on the TIRP website: www.tirp.org
“Resident Teachers”
“Resources Available...”

A Teacher Work Sample (TWS) is an important data-driven instruction (action research) assignment you must complete to graduate from the TIRP and receive your teacher license. The TWS requires you to plan, implement, and reflect upon a detailed, standards-based set of lessons, the goal of which is to improve the achievement of all the students in your class. You will be assessed on your TWS to make sure you are meeting important performance-based standards for beginning teachers. The requirements of the TWS are listed below. Please do what is necessary to fit them to the context of your class, including the individual needs of your students; your subject area, and to the lessons you will teach.

Please consider these aspects in the implementation of your TWS:

- The TWS may be designed to be delivered to small instructional groups and/or the whole class.
- The TWS is focused on improving student achievement via data driven instruction.
- School goals and objectives should be given consideration when developing the TWS.
- The TWS must address all of the guidelines and requirements.
- The TWS handed in after the due date will result in a reduction in grade.

Assignment

Complete a TWS with a class of your students. The TWS consists of elaborately planning for, teaching, and reflecting upon fifteen (15) instructional sessions (3-4 week duration). See below for details of the assignment. This TWS will be due on or before the last class session for TIRP IV.

Evaluation

Each component of your TWS will be evaluated using the attached rubric. **The score of each TWS component must be at the proficient level or higher to “pass.”** Total points awarded for this project will be based on the degree of proficiency for each component. Evaluation of this assignment will include proper spelling and grammar. Please proof and edit your work.

Format

- Cover Page: The first page of your completed TWS is a cover page, which includes the following information: your name, TWS focus or theme, your school, your school district, and the grade level.
- Appendix: Please include in this section (create a cover page listing what is included) high/middle/low *confidential* samples of student work and any other items you feel are pertinent to this action research project.
- Format: All components of the TWS must be double-spaced, with one-inch margins and 12 point font. Number all pages. Use the same format throughout the TWS. Please put a “binder clip” on your completed TWS and hand in.

Component 1 – Analyze the Teaching-Learning Context

The purpose of this component is to:

1. summarize those aspects of the school, community, and classroom that will inform the planning, delivery, and assessment of the TWS.
2. demonstrate your knowledge of how individual differences, learner characteristics, and environmental factors impact teaching and learning.

Include the following:

- ✓ **Classroom characteristics** – Describe within your classroom, the physical arrangement (does the set-up of your room allow for you to easily circulate/conference with students). What type of classroom support do you receive in the way of para-professionals, academic coaches, volunteers, etc.
- ✓ **Student characteristics** – Describe the important characteristics of the students in your classroom with which you will be doing the TWS. These should include the number of students, the grade level(s), age, and gender. Include information on the cultural and socioeconomic background of your students, language characteristics (include ESL), and specific information regarding special abilities and needs. Also in this section, please discuss any significant change in student achievement due to factors such as school-wide policies, new textbook adoptions, and changes in the curriculum.
- ✓ **Curriculum characteristics** – List the titles of textbooks and supplemental materials that will be used within the TWS. You won't describe the unit here; rather, you will describe the curriculum of which the unit is a part.

Component 2 – TWS Lesson Plan

This component details the outcomes for students in your TWS. What will students know and/or be able to do when the TWS is completed? **Base your goals and/or objectives on the Colorado Model Content Standards**. Goals and objectives should be stated in the appropriate format: “The student will be able to...”

Please include the follow in your TWS report:

- The TIRP standards-based lesson planning form located on the TIRP website in developing a **composite** lesson plan of your 15 instructional sessions. Within this lesson plan, please include the Performance-Based Standards for Colorado Teachers (3.4, 5.4, 7.4), and the Colorado Model Content standards and benchmarks related to this action research project. **Clearly describe the instructional strategies you will use as interventions. Please place these strategies in the designated area (Section B, Number 2) of the lesson plan.**

Component 3 – Assessment

This component includes a description of the pre and post-assessments you will use. Make sure they align with the outcomes you stated for the unit in Component 2. You may also utilize ongoing (formative) assessments within the TWS. Please describe these assessments and attach copies.

- Describe the pre-test you are giving prior to implementing the 15 instructional sessions (**attach a copy**).
- Describe the post-test you are giving after completion of the 15 instructional sessions (**attach a copy**).

Component 4 – Results

In this component, which you will complete when you have finished teaching your unit, you will provide a **factual** summary of the effects of your planning and instruction on student learning. How well did your students do? Describe factual results in your summary and **include graphics (tables, charts, graphs, etc), as appropriate.**

- ✓ **Pre and Post Assessment Information** – Create appropriate tables and graphs in which you list the pre and post assessment scores for each student. Disaggregate the data by categories such as (if applicable): grade level, gender, age, etc. Include a total group analysis, a student-by-student analysis, and if applicable, a description of selected groups of students (SPED, G/T).

Component 5 – Reflections/Conclusions

In this component, you will reflect in writing on the totality and effectiveness of your planning and teaching, along with the changes in achievement levels of the students in this research project.

Please specifically address the following components (**Please number your responses**):

1. Did you raise the achievement level of all students? If not, why not? Cite evidence.
2. What specific aspects of the unit were effective? Which were ineffective? Why?
3. What would you do differently next time? Consider all components of the TWS when answering this question.
4. What did you learn about your own teaching skills?
5. Questions for further exploration/research.
6. Describe the instructional strategies and/or interventions you found particularly helpful and that could be applied to future lessons throughout the curriculum.

TWS Assessment Rubric

Name:	Component 1 Analyzing the Teaching/Learning Context	Component 2 TWS Lesson Plan	Component 3 Assessment	Component 4 Results	Component 5 Reflections/Conclusions
TWS Grade Level and Subject:					
<p>Basic - The TWS component demonstrates a basic level of skill and knowledge understanding, but lacks sufficient detail to be useful as a guide to teaching. The information is generally inconsistent, superficial, fragmented, and /or incomplete. The strengths in the component are overwhelmed by the weaknesses. Thorough component analysis is not evident. No creativity or ingenuity.</p>					
<p>Developing - The TWS component demonstrates an increasing skill and knowledge understanding, though inconsistency and analyses are partial and/or inconsistent. The overall quality of the component is beyond the basic level, but not yet at the proficient level. Some creativity and/or ingenuity.</p>					
<p>Proficient - The TWS component demonstrates substantial skill and knowledge understanding on a consistent basis. The component meets the standard of proficient or higher. The planning and organization of the component demonstrates considerable care and commitment, and this information is effectively communicated. Creativity and/or ingenuity add to the component.</p>					
<p>Advanced Proficient - The TWS component demonstrates consistent comprehensive skill and knowledge understanding. The component exceeds the standard, includes distinctive and unusually sophisticated planning and problem solving, and these factors are effectively and insightfully communicated. Considerable creativity and/or ingenuity are noted throughout the component.</p>					
Notes:					
_____/50 points					