

**PPBOCES/UCCS
Teacher-in-Residence Program
Teacher Work Sample (TWS) Assignment
Fall 2011**

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

A Teacher Work Sample (TWS) is a product that demonstrates your ability to plan, deliver, and assess a standards based instructional sequence; document student performance; and reflect upon the effects of your instruction on student learning. You will be assessed on your TWS to make sure you are meeting important performance-based standards for a beginning teacher.

The TWS is an important data-driven instruction (action research) assignment you must complete for the Teacher-In-Residence Program and be recommended for licensure upon successful completion of the TIRP program. The requirements of the TWS are listed below. Please do what is necessary to adapt them to the context of your class, taking into account the individual needs of your students, your subject area, and the lessons you will teach. Your completed Teacher Work Sample will demonstrate your ability and performance relative to the required components.

Please consider these aspects in the implementation of your TWS:

- The TWS may be designed to be delivered to small instructional groups (*5 students minimum*) and/or the whole class.
- The TWS is focused on improving student achievement via data driven instruction taking into account the needs of your students.
- School goals and objectives must be considered 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 November 12, with individual components due on the dates stated in the TWS rubric.** You may turn it in earlier.

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/s.
- **Text 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. Follow the **modified lesson plan format** for the lesson plan. Please put a “binder clip” on your completed TWS and hand in. Do not put in a 3-ring binder!
- **Appendix**: Please include in this section high/middle/low confidential samples of student pre and post tests and any other items you feel are pertinent to this action research project. Items in the Appendix are to be kept to a minimum. Create a cover page for the Appendix listing what is included.

Component 1 – Analyze the Teaching-Learning Context

The purpose of this component is to:

1. **Summarize** those characteristics of the community, school district, school, *classroom, *students, and *curriculum that will inform the planning, delivery, and assessment of the TWS.

*Include more detailed information about:

Classroom characteristics – Describe your classroom, including physical arrangement and equipment available for use. Describe what type of classroom support you receive in the way of para-professionals, academic coaches, volunteers, teaming, etc. Include procedures and routines, grouping patterns and scheduling that affect learning and teaching in your classroom.

Student characteristics – Describe the important characteristics of the students in your classroom with whom 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.

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. 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.

2. **Analyze** how these characteristics directly impact your teaching and student learning in your classroom.

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 objectives on the Colorado Model Content Standards.** Objectives should be stated in the appropriate format: “The student will be able to...” Objectives stated should be measurable and observable.

Use the “**Modified TWS TIRP Standards-based Lesson Plan**” form that will be emailed to you for 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, 6.2, 7.4)**, and the Colorado Model Content standards and benchmarks related to your lessons in this action research project.

Component 3 – Assessment

This component includes a **description** of the pre- and post-assessments you will use. They can be the same tests, but if they are different they must be similar in format, content, and skills. Make sure they align with the outcomes you stated for the lessons/unit in Component 2. You may also utilize ongoing (formative) assessments within the TWS. Please describe these assessments and include copies in this component if you feel that is necessary.

- Describe the pre-test you are giving prior to implementing the 15 instructional sessions. **Include a copy in this component.**
- Describe the post-test you are giving after completion of the 15 instructional sessions. **Include a copy in this component.**
- Describe formative assessments, if applicable, and **include copies in this component.**

Component 4 – Results

This component will be completed when you have finished teaching your unit/lessons. Here you will provide a **factual** summary of the effects of your planning and instruction on student learning. How well did your students do? Describe and analyze factual results in your summary and **include appropriate graphics (tables, charts, graphs, etc).**

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 groups such as: grade level, gender, age, etc. Include a total group analysis, a student-by-student analysis, and a description of selected groups of students (gender, SPED, G/T, etc.).

Component 5 – Reflections/Conclusions

For the final section of your Teacher Work Sample, you must 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 answer the following questions completely and thoughtfully. **Please number your responses.**

1. Were the goals/objectives for your students met? Did you raise the achievement level of all students? If not, why not? Cite evidence.
2. What specific aspects of the unit were effective? Cite evidence. Which were ineffective? Why? (*See rubric for more details.*)
3. What would you do differently next time? Consider all components of the TWS when answering this question. (*See rubric for more details.*)
4. What did you learn about your own teaching skills? Provide examples where you were particularly successful and where you might be able to enhance your teaching in future instructional situations with students.
5. What are some specific questions for further exploration/research in terms of potential instructional strategies, assessments, curriculum materials, etc that could be investigated?
6. Describe instructional strategies and/or interventions you found particularly helpful and that could be applied to future lessons throughout the curriculum.

***FOLLOW THE DETAILED RUBRIC TO
SUCCESSFULLY COMPLETE YOUR TWS!***

INSTRUCTORS:

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Teacher Work Sample (TWS) Rubric

Name _____

Date _____

	Advanced (10 pts.)	Proficient (8.5)	Developing (0 points)	Total Points	Comments
<p>Component 1: Analyze the Teaching-Learning Context</p> <p>Knowledge of community, district, school, classroom, students, curriculum</p>	<p>Includes detail and/or additional characteristics that enhance the description of the Teaching-Learning context.</p>	<p>Context analysis displays a comprehensive understanding of the characteristics of the</p> <ul style="list-style-type: none"> • <u>community</u>(location, economics, diversity, rural/urban, special circumstances) • <u>school district</u> (size, schools, SES, diversity, achievement ratings, special circumstances) • <u>school</u> (size, SES, diversity, special programs achievement ratings, special circumstances) • <u>classroom</u> (physical arrangement, technology, support persons, special circumstances) • <u>students</u> (number of students, grade level/s, age, gender, cultural background, SES,ELL, special abilities or needs, achievement data/CSAP Reading/Writing/other, any special circumstances) • <u>curriculum</u> (titles of textbook/s, and supplemental materials, description of the curriculum) that may affect learning. 	<p>Some information is included but is incomplete, minimal, or irrelevant. See Comments below.</p>	<p>/8</p> <p>Due 24 September</p> <p>Final product</p>	
<p>Implications for instructional planning and assessment</p>	<p>Discusses in depth the implications and demonstrates a thorough understanding of the characteristics.</p>	<p>Discusses specific implications for instruction and assessment based on the above characteristics.</p>	<p>Some information is included but is incomplete. See comments below.</p>	<p>/2</p>	

	Advanced	Proficient	Developing	Total Points	Comments
Component 2: TWS Lesson Plan	The plan meets full proficiency, plus demonstrates exemplary creativity and thoroughness of understanding instructional sequencing and implications.	The <u>Modified for TWS TIRP Lesson Plan</u> is followed for the 15 instructional sessions. Goals/objectives incorporate important ideas and are aligned with content standards. Objectives are clearly stated as learning outcomes. Lessons, learning activities and resources are aligned with learning objectives. Lessons, learning activities and resources are student-centered, culturally relevant, and engaging. Lessons within the assignment/unit are logically organized and move students toward achieving the learning objectives. There is a variety of instructional methods, activities and resources. Appropriate modifications address student needs. Applicable teaching standards are included.	Some parts of plan need additional information/details. Some parts of plan are missing. See comments below.	/10 Due 1 Oct Final product	
Component 3: Assessment	More details are given re: the assessments. Justification for assessment choices is well thought out.	<u>Pre- and Post- tests</u> are adequately described, including how they are aligned with the learning outcomes. A copy is included in component 3. <u>Formative assessments</u> are described and a copy included in component 3, if applicable. High/middle/low samples of student pre and post tests are in the <u>Appendix</u>.	Some information is included but is incomplete. Copies missing or of poor quality. See comments below	/5 Due 1 Oct Final product	

	Advanced	Proficient	Developing	Total Points	Comments
Component 4: Results	<p>Analysis is more in depth and complex.</p> <p>Data displays are of the highest quality.</p>	<p>Student data and analysis of student learning includes evidence of the impact on student learning. Analysis of student data is aligned with key learning objectives. Includes a (1) total group analysis, (2) a student by student analysis, and (3) an analysis of selected groups.</p> <p>Appropriate graphics are used to display data. Data summaries are easy to understand and contain no errors of representation.</p> <p>Pre and post test scores for each student are graphed on one inclusive graph. Data is disaggregated by at least two categories and graphed.</p> <p>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</p>	<p>Some information is included but is incomplete. Data not disaggregated. Data displays are of poor quality.</p> <p>See comments below.</p>	<p>/10</p> <p>Due 12 Nov.</p> <p>Final product</p>	
Component 5: Reflections/Conclusions	<p>Reflections are more in depth.</p> <p>Understanding of the totality of the TWS /connectedness of all components is evident in the reflections.</p>	<p>All 6 questions are numbered and are answered with thoughtfulness and completeness.</p> <p>#2-Identifies successful and unsuccessful activities and assessments, and provides plausible reasons for their success or failure.</p> <p>#3-Includes effective ideas for redesigning learning goals/objectives, instruction, and assessment and explains why these modifications would improve student learning.</p>	<p>Reflections appear superficial.</p> <p>Responses are incomplete.</p> <p>See comments below.</p>	<p>/10</p> <p>Due 12 Nov.</p> <p>Final product</p>	

	Advanced (5 points)	Proficient (4.5 points)	Developing (0 points)	Total Points	Comments
Spelling, Grammar, and Visual Presentation	There are no spelling and/or grammar errors. Punctuation is accurate. TWS is visually appealing.	TWS adequately follows most rules of spelling and/or grammar. Errors are minor and few (3 or less). Font and spacing are consistent throughout the TWS	TWS minimally follows rules of spelling and/or grammar. Errors are evident.	/5	

Total Points /50