

### Guidelines for the Teacher Work Sample-

An assessment of the *Performance-Based Standards for Colorado Teachers*

Directions:

1. **Read through entire document first**, to gain familiarity with the *Teacher Work Sample* (TWS) procedure and avoid redundancy in your answers.
2. **Use this form to record your answers.** The form can be downloaded and saved on your computer so that answers can be directly typed onto it. As Sections A and B are completed, submit work-in-progress to your college supervisor for ongoing guidance and discussion. Approval of Sections A and B must be obtained from your supervisor before classroom implementation of the TWS occurs. (Submit at least one week in advance when seeking approval.) After Sections A and B are approved, arrange for college supervisor to observe at least one lesson from the TWS.
3. Once the TWS unit has been taught, submit the entire *Teacher Work Sample* (completed Sections A, B and C) to your college supervisor.
4. The *Teacher Work Sample* should not exceed thirty pages. Ideally, any additional items included within the *Teacher Work Sample* should be something you are most proud of, the rationale for its inclusion should be readily apparent to the reader, and representative samplings are preferable to exhaustive compilations of downloaded data.
5. The completed *Teacher Work Sample* deadline is three weeks prior to student teaching completion. Observance of this deadline is necessary so that noted deficiencies can be rectified before the conclusion of student teaching.
6. Expect to present your TWS at one of the last student teaching seminars.
7. *Performance-Based Standards* not demonstrated in the TWS must be documented through observations or other student teacher assessments.
8. Evaluation: Some questions and answers are merely evaluated as *completed* upon their inclusion in the Teacher Work Sample. Other items, representing specific standards of the *Performance-Based Standards for Colorado Teachers*, are evaluated using the following performance levels.

*P = Proficient.* The teacher candidate- *independently and in a field setting* demonstrates substantial knowledge and understanding of the standard/standard element; and assesses their teaching performance and student learning of the standard/standard element. (Candidate must attain a proficient level to be recommended for teacher licensure.)

*A = Advanced.* The teacher candidate- with *comprehensive and skillful consistency in a field setting* demonstrates expanded knowledge and understanding of the standard/standard element; applies and integrates the standard/standard element into lessons; critically evaluates teaching effectiveness and student learning in order to guide subsequent instruction. (Please note that it would be extremely rare for this performance level to be attained by a beginning teacher.)

**MSCD Teacher Work Sample Completed by:**

Teacher Candidate Name:

Teacher Candidate's Student ID #:

College Supervisor's Name:

School and School District:

Cooperating Teacher's Name:

Grade/Subject:

Date:

## A. Teacher Work Sample: Teaching Context

1. Define the sample of teaching and learning by indicating:

Number of Students enrolled in class

Daily available times to teach all students in this class

2. Teaching interruptions (Select only one and describe.)

Some \_\_\_\_\_ Few \_\_\_\_\_ Many \_\_\_\_\_

3. Available help used by yourself. (Select all that apply and describe how they were used.)

Parent Volunteers \_\_\_\_\_ Media Specialists \_\_\_\_\_

Resource teachers \_\_\_\_\_ Cooperating Teacher(s) \_\_\_\_\_

College Supervisor \_\_\_\_\_

Other (describe) \_\_\_\_\_

4. Short description of the school and its community. (Include only those details relevant to student learning. May include things such as SES, CSAP scores, or other standardized test information.)

5. Classroom diversity / Individual Student Differences

Number of LEP (Limited English Proficiency) students in class

Number of students in class with IEP's

Number of students on ILP's

Number of males

Number of females

Age range of students: \_\_\_\_\_ to \_\_\_\_\_ years of age.

Number in pull-out or supplementary programs:

Gifted \_\_\_\_\_

Other (describe) \_\_\_\_\_

6. Patterns of achievement: (Number of students typically at each level).

Low \_\_\_\_\_ Average \_\_\_\_\_ High \_\_\_\_\_

7. Describe other class or classroom conditions/data that would drive and influence the development of your instructional plan.

## **B. Teacher Work Sample: Description and Assessment**

1. Development and Relevance of Unit Lesson Plan: (May utilize a graphic organizer for unit planning, such as that found on Appendix A. Include the following:)
  - A. Grade/Age level and Subject Area
  - B. Skill/ Concept and Title of Unit
  - C. Colorado Model Content Standards, or State/District Benchmarks, or 1999 Colorado Accreditation Program Goals that could be addressed in unit (Brainstorm and list possibilities here. CPBS 3.8)
  - D. Intended student learning outcomes from the unit
  - E. Student learning process developed in unit (May include critical and creative thinking, problem structuring and solving, invention, memorization, and/ or recall. CPBS 5.5)
  - F. Description of how this unit fits with previous and future standards-based learning units
  - G. Standardization Test Preparation (To what extent, if any, can this unit of instruction prepare students for the CSAP, Third Grade Literacy Assessment, ACT or other assessments of educational achievement? CPBS 3.7)
  - H. Ideas for integration of Colorado Model Content Standards from other subject areas (Specifically include math, language arts, and technology integration. CPBS 4.2)
  - I. Length of Unit (A general guideline is 10 days or class periods. CPBS 4.4)
2. Establishing Classroom Learning Environment. (Describe your pre-instruction plan for establishing an effective classroom learning environment, positive behavior and those moral standards necessary for personal, family, and community well being. This may include student behavior expectations in support of learning and/or classroom management strategies such as time on task, mutual respect, clear communication, appropriate intervention and/or orderly record keeping. CPBS 5.1, 5.2, 5.3, 8.2)
3. Comprehensive Assessment Plan (Describe and attach a copy of assessment method used to determine student knowledge and/or skill level that existed *prior to* and *after* the instructional unit was taught. Assessment may occur formally or informally. A rubric, if used for evaluation, must be the same for both pre-and post-assessments. CPBS 3.2, 3.3)
4. Adaptations for Exceptional Students/ Students with Medical Conditions (In general, describe possible adjustments that could be made to accommodate differences in such things as: giftedness, educational disabilities, learning modalities, motivation, and/or skill level. Also, determine possible effects medical conditions/medications might have on student learning and behavior. CPBS 6.5, 6.7)
5. Theory/Research Integration. (Include a response to each of the following. CPBS 6.1)
  - A. Variety of instructional strategies included in unit to accommodate differences in learning styles

- B. Relevant research or theory that supports the selected instructional strategies
- C. Citation of references used in instructional decision making and planning of standards-based unit.

6. Unit Integration (Specifically list ways the following are integrated into the standards-based unit. As appropriate.)

- A. Technology (Include all types of media and/or developmentally appropriate manipulatives that may be:)
  - 1. Applied to instructional delivery (CPBS 7.1)
  - 2. Used to increase student achievement (CPBS 7.2)
  - 3. Used to manage or communicate information (CPBS 7.3)
  - 4. Utilized in the learning assessment (CPBS 7.4)
  - 5. Used to instruct student in basic technology skills (CPBS 7.5)
- B. Literacy (May include procedures to:)
  - 1. Plan/ organize reading instruction (CPBS 1.1)
  - 2. Develop phonological and linguistic skills (CPBS 1.2)
  - 3. Develop reading comprehension and independent reading (CPBS 1.3)
  - 4. Develop oral and written language (CPBS 1.4)
  - 5. Utilize Model Content Standards in Reading and Writing (CPBS 1.5)
- C. Mathematics. (May include procedures to: )
  - 1. Develop student understanding of such things as: number systems and number sequences, geometry, measurement, statistics and probability, functions and use of variables. (CPBS 2.1)
  - 2. Utilize Model Content Standards in Mathematics (CPBS 2.2)

7. Unit Daily Lesson Plans (Attach a lesson plan or completed lesson plan template, such as that found in appendix B, for each day of the TWS unit. Include the following. CPBS 4.1)

- A. District or Colorado Model Content Standard(s) / Benchmarks
- B. Objective / Purposes / Outcomes of daily lesson.
- C. Standards-Based Assessments (As appropriate, for age, grade or subject level. Will most likely occur on first and last day of unit. Does need not to occur on a daily basis. )
- D. Resources/ Materials (Reference all resources needed in the classroom for this lesson. May include such things as art supplies, maps, dictionaries, supplemental books, music sheets, need for computer access, etc.)
- E. Pre-Phase of a lesson – Introduction / Motivation / Anticipatory Set (Describe how things such as student interest, background knowledge, vocabulary, etc. will be developed prior to instruction.)
- F. During the lesson – Instruction. (Concisely list and describe the steps you and/or students will need to follow.)
- G. Post Phase of lesson – Conclusion / Awareness of student learning, etc. (How will you know what students have learned and will be able to do? May include such things as teacher observations, informal assessments, rubrics, homework, or other out of class assignments.)
- H. Reflection. (Were the lesson's objections met? What adjustments, if any, were made during the lesson? What adjustments should be incorporated for subsequent or future lessons?)

Form A: Learning Tally (By Objective) For Each Student

Objective: \_\_\_\_\_

Check one

	Student Name	Pre-Assessment	Post-Assessment	Increase	Decrease	No effect
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
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28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						

## Form B: Learning Tally (By Objective) For Different Groups of Students

Objective:

	Group Descriptor	Pre-Assessment	Post-Assessment	Check one		
				Increase	Decrease	No Effect
1.						
2.						
3.						
4.						
5.						
6.						

## **Form C: Qualitative Discussion of Learning Objective(s)**

Objective:

Describe and compare student learning prior to unit with student learning after the unit was taught. (Anecdotal records, checklists, observations, interviews, or rubrics may be used to document student learning.)



### C. Teacher Work Sample – Unit Plan Results

1. Modifications. (From the pre-assessment results, what changes were made to the initial instruction plan for this unit? Explain any modifications that might have occurred in response to diagnosed student needs, including the needs of exceptional learners and English language learners. CPBS 3.5, 6.2, 6.3)
2. Describe Post-Assessment Methods and Results (Include the following.)
  - A. Quantitative data by objective and student. (Use Form A for quantitative data. If no quantitative data was available, use Form C. CPBS 5.7)
  - B. Quantitative data by objective for the performance of different groups: (May include readers, non-readers; high/low absentee rates; or rank ordering of students to determine top, middle and bottom achievers for pre and post assessment comparison. See Form B. CPBS 5.4)
3. Number of students demonstrating proficiency for each learning objective(s) in this unit (See Appendix C. Determine and include your own description of “proficiency”).

None \_\_\_\_\_ Some \_\_\_\_\_ Most \_\_\_\_\_ All \_\_\_\_\_
4. Number of students who did not demonstrate proficiency, but demonstrated substantial gains (Determine and include your own definition of “substantial”).

None \_\_\_\_\_ Some \_\_\_\_\_ Most \_\_\_\_\_ All \_\_\_\_\_
5. Circumstances/Conditions that should be considered when noting the poor achievement of students who demonstrated little or no gains (If so, what are these circumstances/ conditions? CPBS 3.4)
6. Since the conclusion of the Teacher Work Sample, what has been done to help students who did not accomplish/ master the objectives(s) to improve their learning in these areas? (CPBS 6.6)
7. Communication of Results. (How have you shared these assessment results and their implications in ways that advance student learning goals? Describe how results could be shared with students, parents/guardians, professionals, administrators and the school community. CPBS 3.6, 5.8, 5.9)
8. Reflections:
  - A. Based on the obtained results, and experience gained from this TWS Unit, what will be done differently in planning, teaching, and/or assessment the next time the unit is taught? (CPBS 8.5)
  - B. How are these implications congruent with professional standards, democratic ideals, collaborative skills, legal responsibilities, and student rights? (CPBS 6.4, 8.1)
  - C. Describe how your own understanding of educational practice has changed. (CPBS 8.3. May respond to:)
    - Federal and State Constitutional Provisions
    - Federal Executive, Legislative, and Legal Influences
    - State Roles of the Governor, Legislature, and State Board of Education

- Local School Districts, Boards of Education, and Boards of Cooperative Educational Services
- Non-traditional and Non-Public Schools Including Charter Schools, Religious Schools, and Home Schooling
- Public Sector Input From Business and Advocacy Groups.

## Appendix B: Lesson Plan Organizer- Unit:

Day Number \_\_\_\_\_ of \_\_\_\_\_ Days

Date \_\_\_\_\_

District or Colorado Model Content Standard(s):

Objective/Purpose:

Resources/Materials

Pre-Assessment (as appropriate)

Pre-Phase of Lesson:

During Phase of Lesson

Post-Phase of Lesson:

Post-Assessment (if appropriate)

Reflection (to be completed after the day's lesson was taught):

## Appendix A: TWS Unit Plan - Organizer

Subject: \_\_\_\_\_ Age or Grade \_\_\_\_\_ Length of Unit: \_\_\_\_ days  
 Topic/ Title for Unit: \_\_\_\_\_ Ways to assess \_\_\_\_\_

Describe how this unit relates to: Previous standards-based unit(s) taught:   Future standards-based units to be taught:	Ways this unit could prepare students for standardized tests
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Colorado Model Content Standards/Benchmarks:	Intended Student Learning Outcomes:	Student Learning Processes/ Activities:
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Technology	Mathematics	Possible Integration with: Language Arts	Other Areas: _____
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