Dear Teacher Candidate:

The Teacher Work Sample (TWS) is a document which will demonstrate your ability to plan, to deliver and to assess a standards-based instructional sequence that facilitates the learning of K-12 students. In order to understand the expectations of this TWS, you are asked to read the entire document/guide before deciding how to approach each of the required tasks. Creating an instructional sequence is not a linear task; and, thus, you will be moving between each of the sections in order to keep reviewing and revising the material which needs to be taught and documented.

There is no one way to create a TWS. How you get to the end result is up to your cooperating teacher, your field supervisor and you. Because your clinical evaluator will be issuing the final grade for your TWS, you will also want to watch your D2L resources closely. A Q & A forum is available to answer TWS questions throughout the semester, and your clinical evaluator will also review one scheduled, rough draft of your TWS (see 14-week calendar). The TWS will demonstrate that you can use data you collected from your students to develop an instructional sequence/unit using best practice to instruct your students. You will create an assessment plan, track assessment data, and modify instruction so all students in the classroom will learn. Then, you will describe and analyze student achievement data and reflect on the end result for future instruction and personal goal setting.

If you are a teacher candidate with a major and a minor, you are expected to develop a TWS for your major and then a smaller TWS for the minor. If you are a K-12 major you will be expected to produce two TWS documents—one for elementary and one for secondary. If you are a double major, you will create a TWS for both majors.

This assignment is an important part of your final teaching experience, but it is only an assignment. The time you spend in the classroom teaching is the most important part of this field experience. This TWS is an instrument to document how well you understand some of the strategies you will need as a teacher. As you proceed through the creation of your teacher work sample, use the focus questions, key terms, glossary and non-negotiable items as guides.

Do not make this a burdensome task. Start early in your experience and keep on top of it. The 14-week calendar on the Field Placement website should help you pace yourself. Waiting to complete the TWS in the last few weeks of student teaching is not in your best interest. Should you have any questions about this assignment, you are welcome to contact Kathryn Will, Interim Director of Field Placement.

All the best,

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Teacher Work Sample Criteria

The following checklist is to be used to insure that you meet the basic criteria for your TWS. The key characteristics of the TWS have been agreed upon by the Teacher Education Program and must be followed to be considered in your grade. Many other aspects of your TWS are negotiable.

- TWS text: Times New Roman, size 12, double-spaced
- All pages are numbered, starting with page one being the Introduction.
- Page numbers appear in document footer, bottom right; numbers are continuous through the appendices
- The “Introduction” of the TWS gives a summary of your experience teaching the instructional sequence. This may be written at the conclusion of the experience.
- Cover page: your name, sequence/unit title, subject(s), grade(s) taught and date
- Table of Contents: Section and page numbers
- Bibliography, References (APA style)
- Appendix should include lesson plans and assessments that make up the unit. Also include a copy of the performance assessment for the TWS lesson.
- Tables: numbered with the title above; Figures: numbered and labeled below
- TWS digital submission: The final graded TWS should be submitted on a jump drive with your name, major and GID # on the drive. The TWS in one single pdf file and a 10-15 minute video of you teaching a lesson from your TWS is to be included.
- The jump drive must be submitted to the Field Placement Office by the last day of the classes before exam week.
- Final grades will not be posted until all materials have been received into the Field Placement Office.

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Writing an Introduction to the Teacher Work Sample:

Your teacher work sample needs to begin with an introduction. This one-page document gives a brief overview of your experience developing your teacher work sample and life in the classroom. Please follow professional formatting guidelines (APA style).

Specific areas that could be addressed are:

- An introduction of yourself and your classroom/school demographics such as subject, grade level and unit
- Why your topic was chosen, i.e., assigned by cooperating teacher, fit with ongoing unit, relevant to content, material was fun and educational, aligned with the alignment with standards, etc.
- How you connected the content of this sequence/unit with life experiences and made it authentic for students
- A brief introduction to your sections
- A brief description of your teaching sequence
- A brief summary of student outcomes
- Acknowledgments of your field supervisor, cooperating teacher, and others as deemed appropriate

Serving as a snapshot of your overall teaching experience, this introduction needs to be both informative and engaging. As a result, the reader should be able to sense your enthusiasm for the teaching profession.

NOTE: Throughout the Teacher Work Sample, use specific examples to illustrate that you “think like a teacher” by analyzing data and developing instruction to meet the academic needs of the students in your classroom. You do not have to describe every detail, but select those details which best illustrate each point. Units or lesson sequences will vary in length. For the Teacher Work Sample, choose the 3-5 lessons that best focus on your major unit goals/understandings.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) STATEMENT

IMPORTANT INFORMATION TO REMEMBER AS YOU WORK WITH STUDENTS AND PREPARE YOUR TEACHER WORK SAMPLE

Under this federal law, all school personnel must keep student-related information confidential. This law applies to teachers, administrators, school counselors, and student teachers.

What kind of information is considered confidential and private?

- A student’s name & address
- Documentation about accommodations or disabilities (IEPs or 504 plans)
- Assessment data related to a student’s performance (grades, standardized test scores, etc.)
- Medical information

With whom can you discuss confidential data?

- Your cooperating teacher and your building administrator(s)
- Any other school official directly involved with a student, e.g. a school psychiatrist, a special education teacher, or school counselor
- The student’s parent or designated legal guardian (whoever is cited in the student’s school records)

How can you complete your teacher work sample and comply with FERPA?

- Use pseudonyms (false names) when referring to students. Assign a pseudonym for each student and use that throughout the TWS so that your Field Supervisor may follow your work.
- Pseudonyms may reflect gender but nothing else.
- When completing the table of your class’s demographic data for Section 1, provide the correct information, but assign a pseudonym, e.g. Student 1, Student 2

What can you discuss with your field supervisor?

- When your Field Supervisor is present in the school, you may use students’ real names in conversation only. (Your Field Supervisor is also bound by FERPA.)
- Always use the student’s pseudonym in writing.

If you are unsure about how FERPA applies in certain circumstances, whom can you ask?

- Your cooperating teacher
- Your field supervisor

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SECTION ONE: Contextual Factors

**Instructions:**
In Section One, you will:
- Write 3 paragraphs describing the community, the school, the classroom where you are placed.
- Compile a table of student contextual characteristics.
- Write a conclusion to Section One.

**Component A: Community, School, and Classroom**

**Procedure:**
1. Collect background information about the placement community, school, and classroom.
2. Write three paragraphs, one for each category. Focus on those elements that will most affect student learning and your instruction: unique community features, school-sponsored activities or policies affecting instruction, physical layout of classroom, etc. Remember to cite sources.

**Note:** As you write other TWS sections, refer back to these contextual factors.

**Component B: Student Contextual Data**

**Table 1.1**

**Procedure:**
1. Collect objective and measurable information about classroom learners through student surveys, informal student interviews, discussions with your CT, etc. For your table, choose one student characteristic that will
most affect learning and instruction. This characteristic will form the basis for your subgroup or case study in Section Three; thus, it should affect a significant percentage of your learners. As you write other TWS sections and develop your instruction, refer back to this student factor.

2. Create “Student Characteristics Table” (see below)
   Column 1: List your students alphabetically according to a coding system that works for you: “student 1, student 2,” etc. (no student names, please).

   Columns 2 and 3: Compile student information on gender and age (these two categories have been determined for you).

   Column 4: With your subgroup/case study in mind (see Section Three), document one additional, measurable, and objective student characteristic which will influence the planning and the instruction of the TWS unit/instructional sequence. Personal observations cannot be used; please include the data source.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Gender</th>
<th>Age</th>
<th>Additional Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ___</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Component C: Conclusion to Section One**

Using specific examples reflect/explain how the community, the school, and classroom contexts will influence your planning and instruction. Include how you will differentiate instruction and management based on the student data you collected; specifically analyze how you will adjust your planning and instruction to differentiate for the additional student characteristic you selected in the Student Characteristics Table.
SECTION TWO: Aligned Unit and Lesson Planning

Most TWS documents will not analyze an entire unit, but rather a unit segment or a lesson sequence. The term “unit” here, therefore, does not necessarily refer to a traditional instructional unit.

Instructions:
In Section Two, you will:

• Create Table 2.1—align standards, unit understandings, and unit pre- and post- assessments

  Note: Administer the unit pre-assessment before you develop your lesson objectives.

• Create Table 2.2 --align lesson objectives/learning outcomes and assessments for the 3-5 lessons you have chosen for analysis

• Write a conclusion to the section.

Component A: Unit Alignment

Table 2.1

Procedure:

1. Create Table 2.1 (see sample below):

   • Include as the heading: a descriptive TWS unit title, the subject you will be teaching (art, math, etc.), and your students' grade level.

   • In the first three columns, place the corresponding Common Core and/or applicable content standards for your students' grade level that will form the basis for your TWS unit or sequence. Do not include every possible standard, but focus on 2-3 primary standards that are thoroughly assessed in your pre- and summative assessments. No matter your discipline, you must also include one Common Core standard (writing, speaking/listening, etc.).

   • In the next column, create unit understandings (the “big ideas” of your unit or sequence) that align with the above standards.

   • In the final column, describe (with a sentence or two) the unit pre- and summative assessments which will support each standard. (Your analysis in Section 3 will be easier if you use the same numerical instruments for both pre- and summative assessments.)
TABLE 2.1  (SAMPLE) Unit Plan & Assessment Alignment

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Subject:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Standards</td>
<td>Unit Understandings</td>
<td>Description of Unit Pre-assessment</td>
</tr>
</tbody>
</table>

Applicable Content/Common Core Standards

Component B: Lesson Plan Alignment

Table 2.2

Procedure:

1. Create Table 2.2 (see sample below).
   - In the first column, list your lesson plan titles in the order they will be taught.
   - In the second column, write your measurable lesson objectives/learning outcomes based on the pre-assessment of the unit. Refer to Bloom's taxonomy for measurable verbs from lower to higher cognitive levels. Document what students should know and do as a result of learning activities rather than describing the activities themselves.
   - In the third column, label all lesson assessments (used to measure each lesson objective/learning outcome) as pre-, formative, or summative.
   - In the fourth column, briefly describe (one or two sentences) each pre-, formative, and/or summative assessment(s). Some examples are:
     - pre-assessments: quizzes, test questions, worksheets, problems, etc.
     - formative assessments: journals, quizzes, one-minute papers, muddiest points, oral reviews, problems on the board, homework, rough drafts, etc.
     - summative/performance/product assessments: tests, presentations, power points, brochures, works of art, critiques, volleyball games, demonstrations, etc.

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### TABLE 2.2 (Sample) Lesson Alignments

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Lesson Objectives/Learning Outcomes</th>
<th>Lesson Assessment</th>
<th>Assessment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson A</td>
<td>Objective #1</td>
<td>*P,F,S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objective #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson B</td>
<td>Objective #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Be sure to include a Montana IEFA lesson or extension even if not actually taught.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P = Pre assessment, F = Formative Assessment, S = Summative Assessment

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**Component C: Conclusion to Section Two**

Justify your planning process by writing an interpretation of the information displayed in both Table 2.1 and Table 2.2. How will your unit understandings and assessments support the standards? Using what you learned from the unit pre-assessment, illustrate how the lesson objectives will help all students master the unit understandings which you have developed. For example, if your pre-assessment indicated that students already knew some of the material, describe how you altered lesson objectives to meet student need. Next, explain the reason for the sequence of lessons—why lesson 1 comes before lesson 2 etc. Illustrate how your instructional procedures will lead the students from one lesson to another by making connections to concepts/skills taught in earlier lessons, utilizing the most effective ways to teach concepts/skills for that day's lesson, and preparing students for concepts/skills presented in future lessons. Finally, revisit the "Student Characteristics Table" in Section One and talk specifically about how you might have to differentiate this instruction. You should find yourself making instructional adjustments for students noted in your “Additional Characteristics” column in the Student Contextual Chart. If not, you may want to select a different characteristic for analysis.
SECTION THREE: Instructional Planning & Student Achievement

Instructions:
Taking the information you have already developed, you will:

• Write your lesson plans (use the checklist below)

• Describe and/or graphically represent learner achievement data.

• Write a thoughtful analysis of the learner achievement results.

Component A: Instructional Planning
TWS lesson plans (attached in Appendix A and B) and analysis

In Section Three use the standards, unit understandings, assessments, and lesson objectives to create lesson plans that will help learners achieve unit goals. (Be sure to include technology applications and “The Essential Understandings” of Montana Indians (Indian Education for All) http://www.montana.edu/4teachers/instcomp/indianed.html. (These elements may not be appropriate for each lesson, but should be included somewhere in the sequence.)

The 3-5 lesson plans and the assessments you are analyzing will be located in the Appendix of your document.

Note: If teaching from a curriculum that is scripted instead of one you have developed, write the lesson plans to meet the TWS requirements and explain how the lessons connect with each other in the sequence. Be sure to cite your sources. It is understood that this may not be how you will actually be teaching this.
**Procedure:**

1. Write your lesson plans. Lesson plans may differ by discipline and grade level. However, all TWS lesson plans must include the following:
   - Lesson objectives: These are measurable and usually occur daily.
   - Materials list, including all items, resources, etc.
   - Instructional procedures
   - Special management considerations: These are not necessarily behavioral management strategies; some lessons contain activities that require special considerations for safety, time management, transitions, etc.
   - Assessments: You should include pre, formative, and summative assessments as appropriate
   - Differentiation: Although you will certainly consider learners with special needs and/or ESL, differentiating instruction is not limited to these individuals. Consider differentiation to be any strategy or strategies providing the best opportunities for all learners to achieve.
   - Citations: Reference any source you use: curriculum materials, text books, cooperating teacher, internet, etc. Remember that collegiality plays a vital role in successful teaching.

**Component B: Analyzing Learner Achievement**

**Data Analysis**

After implementing unit pre- and summative assessments, you will analyze and discuss the results.

**Procedure:**

1. Gather documentation throughout the whole unit: You will not analyze everything you collect; however, collect everything possible.

2. Present achievement data for the whole class. Using pre- and summative assessment scores, illustrate learner achievement of the unit understandings you developed in Section Two.

For quantitative data, tables or graphs work well. Table 3.1 is an example for accomplishing this task. (Qualitative data can also be summarized in a table or presented in narrative format.)

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Table 3.1. Whole-Class Achievement Analysis

<table>
<thead>
<tr>
<th>All Learners—Coded</th>
<th>Unit Pre-Assessment</th>
<th>Unit Summative Assessment</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.01</td>
<td>56%</td>
<td>74%</td>
<td>18</td>
</tr>
<tr>
<td>2.01</td>
<td>44%</td>
<td>39%</td>
<td>-5</td>
</tr>
</tbody>
</table>

Note: You may have an individual who scores lower on your summative assessment than he/she did on the pre assessment. This could and does happen. Use it as an opportunity for analysis.

3.
4. Referring back to additional student characteristic you charted in Section One (Table 1.1), present achievement data for one of the following:

- A specific subgroup.
- An individual, i.e. case study.

For quantitative data, tables or graphs work well. Figure 3.1 is an example for accomplishing this task; Use your additional student characteristic from Table 1.1 to determine subgroup. (Qualitative data can also be summarized in a table or presented in narrative format.)

![Figure 3.1. Subgroup Achievement Analysis](image)
Component C: Conclusion to Section Three

Looking at the data for your whole class and the subgroup or case study, reflect on the results. Carefully lay out your criteria for proficiency; then describe how your students’ scores compared to this standard. How closely learners did learners come to mastering unit understandings overall? How about subgroups or individuals? Next, analyze degrees of success or difficulty and explain reasons for the outcomes. Focus on your instruction rather than on deficiencies exhibited by students. What does the whole-class and subgroup or case study data suggest about the effectiveness of your a.) unit/lesson planning, b.) instructional procedures and c.) differentiation?
SECTION FOUR: Self-Assessment and Reflection

Instructions:
In Section Four you will be looking back on all you have done and will:

- Review your total teaching candidate experience
- Analyze the effectiveness of your unit and what you would have done differently, based on the data you collected.
- Create a professional development plan relating to your analysis.

Component A: Self-reflection, Analysis, and Assessment
Reflective Narrative

Procedure:

1. Collect and review your assessment data, journal, video of your sample lesson, and performance assessments. All conclusions in your reflection should center on the question, “How does the data support this conclusion?” If you make a statement, provide the evidence.

2. Reflect on your experience by thoughtfully composing a brief, summative response to the issues below. Remember that sometimes you can learn even more from reflecting on a situation than you gained from the initial experience.

   - Unit reflection: Using all data generated throughout the unit, thoughtfully reflect on the effectiveness of the instructional unit as a whole. What worked well in the unit? What would you change if you were to teach this unit again?

   - Self-Assessment: After reviewing the video of your instruction, all performance assessments, and journal notes, evaluate your performance as a teacher. Discuss planning, assessment, differentiation, management, and presentation. Analyze your strengths as well as areas which you would like change or improve.

3. Look ahead. Based on your TWS analysis, formulate two professional goals for yourself. Discuss these goals with two other professionals (FS, CT, administrator, etc.). Using their feedback, present specific plans for professional growth in both these areas.