TEACHER WORK SAMPLING: THE ABRIDGED VERSION

(This double-sided, one-page summary does not replace the full TWS guide.)

SECTION ONE

*Purpose: To collect specific information that will help you teach TWS content to your classroom of unique learners.*

1. Meet with your CT early.
   1. Decide on a topic for your TWS sequence.
   2. Collaboratively set a personal growth goal for yourself; align it with the Danielson Framework.
   3. Ask your CT what you should research about the school, classroom, community, students, etc. to best help you teach your TWS lesson sequence. Take notes; ask questions; listen carefully!
   4. Have your CT help design a student questionnaire if you plan to use one.
2. Meet with your administrator and ask what you should research about the school, class, community and students to help you teach the TWS sequence. Take notes; ask questions; listen carefully!
3. Research all factors suggested by your mentors.
   1. Constantly ask yourself, “Is this factor important to my sequence?” ...to my growth goal?” “How can I use it?”
   2. Record notes for any factors that will be important to you during TWS instruction.
4. When you do the TWS self-assessment, make sure you know the meaning of “bias.” Eliminating bias is not about student change; it is about you examining and working to alter your own views and actions.
5. While you are doing your research, sketch out the five-lesson TWS sequence blueprint.
   1. Learn how to select relevant Common Core and content standards.
   2. Carefully follow the TWS Guide prompts and template to keep all elements aligned.
   3. Determine your desired instructional outcomes and how you will objectively measure them.

(“Teacher observation” is not an appropriate TWS assessment description. “Teacher observation using the rubric on p. XX in Appendix A” is better.”)

* 1. Find a best-practices activity/strategy you can use to help learners meet the objectives.

(Note: Make sure that assessments are objective and designed to collect individual student data. Use class discussions and KWL charts for activities but not for assessments.)

SECTION TWO

*Purpose: To tell the research story of the work you did in Section One*

1. Highlight the three pieces of information from Section One most relevant to teaching the TWS sequence.
2. Tell an honest, detailed story of how you came to realize these were so crucial and how you plan to use them—be genuinely descriptive with emotion, anecdotes, questions and quotes.
3. Tell the story, but support all claims with objective evidence.

SECTION THREE

*Purpose: To plan, implement, and document TWS lessons—before, during, and after teaching them.*

1. Follow the Danielson-based Lesson Format carefully. You may think it is excessive, but you are a student as well as a teacher. This format is designed to help train your teacher brain.
2. Annotate/reflect as you teach. Complete red/green comments as soon as possible after teaching each lesson.
3. Think deeply, not predictably, about what the formative assessment results are telling you.

SECTION FOUR

*Purpose: To show that you can use evidence to alter, differentiate and enrich how you instruct students.*

1. Tables 4.1 and 4.2 may feel like a lot of copying/pasting, but they provide your CE with an overview of your planning and thinking. If you did quality work in TWS 1-3, these tables will showcase that effort!
2. Record **page numbers** whenever you reference assessment materials from Appendix A. (Also, make sure to develop Appendix A early.) A tired CE does not want to scroll around looking for this or that element!
3. Train yourself to look for **patterns** in the data! A pattern tells you much. Perhaps most of your class liked group work and then did worse on the individual assessments. Were some of your weaker students hiding behind stronger ones? Do you need to change grouping strategies? Are students in extra-curricular activities not catching up, as shown by their formative assessments? Do you need to make information more available to students with unavoidable absences? Patterns show you what is working and what isn’t…weak spots as well as strengths. Look at all your data to find patterns. If you don’t see any, you may have collected irrelevant data…or maybe you used what you learned in your early research to head off trouble before it became a pattern. Both scenarios make a good, reflective story; we want to read what happened and why.

SECTION FIVE

*Purpose: To demonstrate that you can pull together the most salient illustrations and evidence from your TWS work to reflect on your efforts and to set goals for future instruction.*

1. Clarify your goal once again. If your goal has changed, document the alteration and explain why.
2. Take the time to study everything you did—your video, your TWS, your mentor comments, journals, etc.
3. Select the most significant pieces; find patterns.
4. As in Section Two, tell the honest, detailed story of planning, instructing, adjusting, and analyzing TWS lessons. Make the narrative rich, real, and descriptive with anecdotes, emotions, questions you had along the way, and quotes. When you make a claim, back it with objective evidence.
5. How can you continue growing? Don’t be vague here. Select a few specific books, conferences, mentors, etc. and make plans for using these resources within the next months.