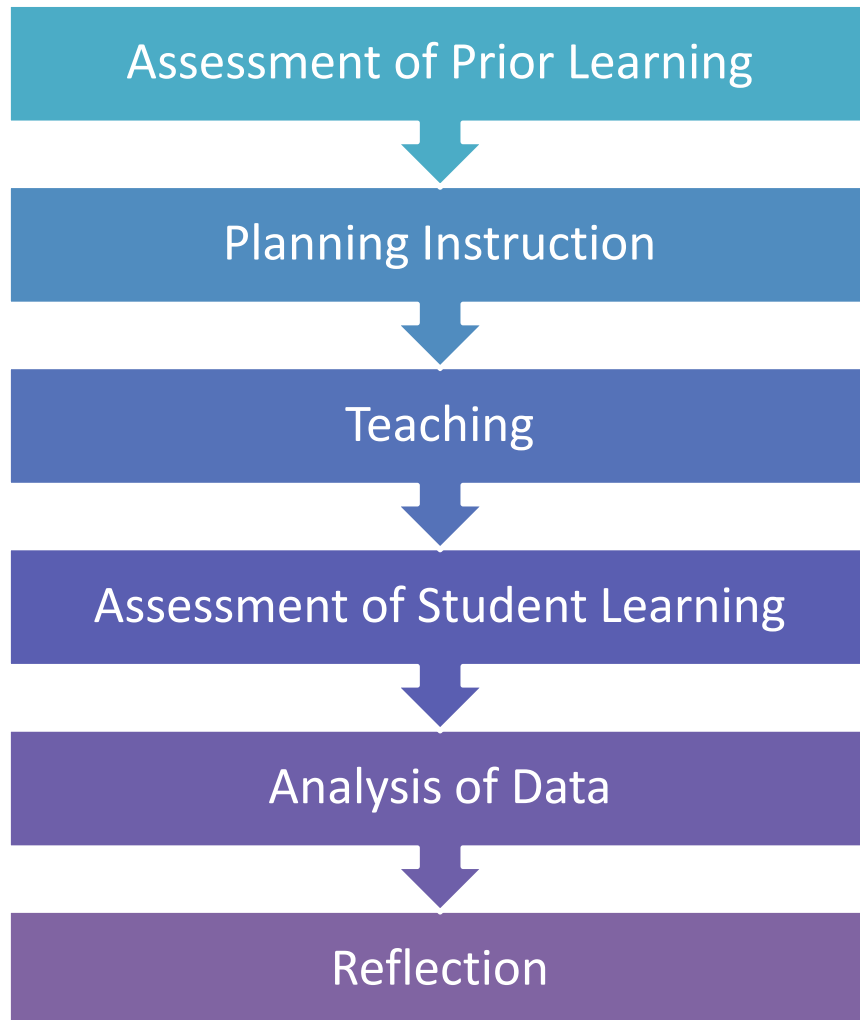


Teacher Work Sample: Demonstrating Your Impact on Student Learning



A required project for your student teaching experience in the Teacher Education program at Olivet Nazarene University

Teacher Work Sample Components

This assignment will assess the candidate's impact on student learning during his/her pre-service teaching experience. The components of the Teacher Work Sample (TWS) are important and normal aspects of the work all teachers do. Each component of the TWS has been aligned to ONU's Conceptual Framework, as well as to the Illinois, INTASC, and NCATE standards (see rubric). Each phase of the TWS will be completed in consultation with both the cooperating teacher and the university supervisor, and the Project Checklist will serve as documentation and a guide for the student teacher throughout the experience. **The final teacher work sample must be approved by the university supervisor prior to program completion.**

Want to see an example of past Teacher Work Samples that have been submitted? You can find examples for many subject areas at <http://education.olivet.edu>.

The following is a list of the components of the TWS with a detailed description of each:

Cover Page: The following information needs to be included on your cover page:

- Candidate's name
- Grade level and content area (*4th grade, Elementary*)
- Date submitted
- Title - Teacher Work Sample
- If applicable, your MAT cohort name and number (*MAT 00*)

Table of Contents: The following items are required in the *Teacher Work Sample* and should be sequenced accordingly with proper page numbers:

Phase I

- 1) Learning Environment Description
- 2) Assessment Plan
- 3) Assessment of Prior Learning
- 4) Assessment of Student Learning
- 5) ONU Lesson Plans

Phase II

- 6) Assessment Results and Analysis of Data
- 7) Cooperating Teacher Lesson Evaluation
- 8) University Supervisor Lesson Evaluation
- 9) ONU Lesson Plans with Self Reflection

Phase III

- 10) Reflection on Work Sample
- 11) Project Checklist

PHASE I

Learning Environment Description: Describe, in third person, the learning environment of your school/classroom:

- a. Community, District, and School Factors
 - Describe the school demographics where you are doing your pre-service teaching, including the location, the school, the number of students in the school and the grade levels.
 - Identify the main form of transportation and the ethnic, economic, and cultural diversity of the school.
 - Identify the percent of special needs students.
 - State the district or the school's mission and/or goals.
- b. Classroom Factors
 - Identify the classroom where you are doing your pre-service teaching.
 - Provide a description of the room layout, type of furniture, and storage options.
 - Identify major resources available and how they are organized.
 - Identify implications of teaching in this space.
- c. Classroom Demographics
 - Describe the student demographics of your classroom.
 - Identify the implications of those demographics to teaching the described population.

Assessment Plan: Using the worksheet provided as a guide:

- a. Identify learning standards.
- b. Identify the objective(s) to be met.
- c. Define what the students already know or are able to do and how this will be measured. Determine what the students need to know or be able to do to meet the objective(s).
- d. Determine possible misconceptions students may have.
- e. Develop essential questions that will lead students towards achieving the objective(s).
- f. Outline alternative approaches that may be needed for all students to find success in meeting the objective(s).
- g. Describe how you will adapt/differentiate your instruction for individual student needs.
- h. Describe how, DURING the instruction, you will identify whether students are learning.
- i. Describe the performance task(s) that shows evidence of learning. Establish key criteria that must be established to measure learning, i.e. rubric or other specific examples of mastering the objective(s).

Assessment of Prior Learning: Complete this *section of the Assessment Plan* by doing the following:

- a. In third person, describe how you will pre-assess students prior to teaching the identified series of lessons.
- b. Be specific as to how you will pre-assess each learning goal.
- c. Describe how you will determine what the students already know or are able to do.
- d. Describe how this information will be measured.
- e. Provide a copy of the Assessment(s) of Prior Learning you will use (pre-test, KWL, anticipation guide, brainstorming of background knowledge, rubric, etc.).
- f. **IMPORTANT:** Whatever assessment you choose to use, you must be able to score it with numbers that can be compared to the Assessment of Student Learning in graph form.

Assessment of Student Learning: Complete this *section of the Assessment Plan* by doing the following:

- a. In third person, describe how you will assess students after teaching a series of lessons on a specific concept, topic, or subject.
- b. Be specific as to how you will assess each learning goal. What are the key performance tasks to show that the students have learned? What key criteria will be used to acknowledge learning (% correct on test, rubric developed to define criteria of mastery)?
- c. Other examples of mastering the objective and how this will be both measured and documented are to be included.
- d. Provide a copy of the Assessment(s) of Student Learning you will use (post-test, rubric, key assessment, etc.).
- e. **IMPORTANT:** Whatever assessment you choose to use, you must be able to score it with numbers that can be compared to the Assessment of Prior Learning in graph form.

ONU Lesson Plans: Provide 3 to 5 ONU lesson plans that represent a series of lessons on a specific concept, topic, or subject that you will teach during your student teaching experience. You will be required to submit the lesson plans for Phase 1, and will be asked to resubmit them for Phase 2 with the self-reflection section completed. These lessons should:

- a. Provide evidence of competency in creating, selecting, evaluating, and incorporating developmentally and culturally appropriate materials and equipment into the instructional plans based on the Illinois Learning Standards and where appropriate, secondary content learning standards.
- b. Address the objectives on which you will assess your students.
- c. Be evaluated by the cooperating teacher and university supervisor prior to teaching them.
- d. **IMPORTANT:** Your lessons should fall between week 2 and week 7 of full control. Please plan accordingly.

PHASE II

Assessment Results and Analysis of Data: See the Assessment Results and Analysis of Data page in this packet for detailed information on what should be included. As an overview, however, you will need to:

- a. Provide the results of the Assessment of Prior Learning and the Assessment of Student Learning in graph format.
- b. Provide written descriptions of your analysis of the data and the impact your instruction had on student learning.
- c. Provide student work samples from both the Assessment of Prior Learning and the Assessment of Student Learning.
- d. **IMPORTANT:** This section will not be evaluated based on whether demonstrable improvements were made, but will, instead, be evaluated based on your presentation of the data and the thoughtful analysis of those data.

Cooperating Teacher Lesson Evaluation: You must provide evidence of competency in interpreting and communicating information, reasoning, concepts, and procedures within and across content areas and a diverse group of learners. Provide a copy of the evaluation form your cooperating teacher used to evaluate one of the 3 to 5 required lessons. This evaluation **CAN** and **SHOULD** be counted as one of the 3 lessons your cooperating completes during your student teaching semester.

University Supervisor Lesson Evaluation: You must provide evidence of competency in interpreting and communicating information, reasoning, concepts, and procedures within and across content areas and a diverse group of learners. Provide a copy of the evaluation form your university supervisor used to evaluate one of the 3 to 5 required lessons. This evaluation **CAN** and **SHOULD** be counted as one of the 5 lessons your university supervisor completes during your student teaching semester.

ONU Lesson Plans with Self-Reflections: Please resubmit your 3-5 lesson plans with the self-reflection sections completed. When you submit the final Teacher Work Sample, you will only include these, not the original lesson plans without self-reflections.

PHASE III

Reflection on Work Sample: Provide a thoughtful, detailed response (2-3 pages) to the questions below.

1. What was the original expected outcome of the lesson taught?
2. What were your expectations/assumptions of the students' knowledge prior to teaching the lesson?
3. What outcomes and expectations were actualized during or after the teaching of the lesson?

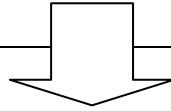
4. Reviewing the lesson, assessment(s) and the results of the assessment(s), what could you have done differently to improve the presentation of the lesson?
5. What adaptations did you need to make based on the formative assessment you did during the lessons? How did you adapt your instruction for individual learning needs?
6. Reviewing the outcomes, what did you feel you had done well?
7. What lessons did you learn?
8. Does the evidence support actual student learning? Give specifics.

Project Checklist: The Teacher Work Sample Checklist with approval initials and signatures should be included with your entire TWS document and submitted to the university supervisor.

Assessment Plan Diagram

Standards to be Assessed:

Objectives to Be Met:

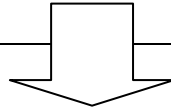


Assessment of Prior Learning

What do the students already know? How will you measure it?

What does the student need to know or be able to do to meet the objectives?

How will you adapt the instruction if pre-test results indicate strong knowledge of the concepts you will be teaching?



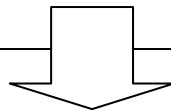
Continued Planning (Feedback Loop)

What possible misconceptions could students have?

What are the essential/ divergent questions you will need to ask during your lesson to support learning?

What alternative approaches may be needed based on your students and their learning environment? How will you adapt/differentiate your instruction for individual student needs?

What formative assessment(s) will you do to identify DURING the instruction whether students are learning?



Assessment of Student Learning

What are the performance tasks you will use to assess learning?

What are the key criteria you will use to acknowledge learning?

Are there other examples of criteria that show the students have mastered the objectives?

Assessment Results and Analysis of Data (Detailed Description)

1. Assessment of Prior Learning:

- a. Provide a graph(s) that presents each student's results for the assessment. **
 - One graph may present overall scores for each student, or multiple graphs may be used to present scores for sections/items of the assessment.
 - One graph may include all student scores, or multiple graphs may be used to present scores that are grouped by learning group or skill level.
- b. Provide a detailed, written description of the data reported in the graph(s).
- c. Provide three student work samples.
 - The samples should reflect samples of one low-, one middle-, and one high-performing student.
 - These can be scanned copies of the assessment or digital pictures if applicable.
 - It is required that ANY and ALL information that could be used to identify the specific student be removed prior to scanning or capturing.
 - If the assessment is based solely on observable behavior and there is no physical product from the student, provide samples of the completed evaluation instruments (e.g. rubric) for three students.

2. Assessment of Student Learning:

- a. Provide a graph(s) that presents each student's results for the assessment. **
 - One graph may present overall scores for each student, or multiple graphs may be used to present scores for sections/items of the assessment.
 - One graph may include all student scores, or multiple graphs may be used to present scores that are grouped by learning group or skill level.
- b. Provide a detailed, written description of the data reported in the graph(s).
- c. Provide three student work samples (should be the same three students as above)
 - The samples should reflect samples of one low-, one middle-, and one high-performing student.
 - These can be scanned copies of the assessment or digital pictures if applicable.
 - It is required that ANY and ALL information that could be used to identify the specific student be removed prior to scanning or capturing.
 - If the assessment is based solely on observable behavior and there is no physical product from the student, provide samples of the completed evaluation instruments (e.g. rubric) for three students.

3. Analysis of Prior and Student Learning:

- a. Provide a graph(s) that compares the data from the Assessment of Prior Learning with the data from the Assessment of Student Learning. **
- b. Provide a detailed, written description of the data reported in the graph(s).

- c. Provide a detailed, written description of the learning of the three students whose samples were included in Steps 1 and 2 above. Compare the results of these three students from the Assessments of Prior Learning and Student Learning and identify whether learning occurred in each case.

**For specific instructions on how to take data and create a graph in Excel 2007, please visit <http://www.free-training-tutorial.com/charts-graphs.html>. Instructions for Excel 2003 can be found at <http://media.olivet.edu/training/excelchartsdb.htm>. For more basic instructions on using Microsoft Excel, visit <http://media.olivet.edu/training/excel.htm>.

Teacher Work Sample Project Checklist

Student Teachers: Please have your cooperating teacher and university supervisor evaluate the TWS components below and initial where appropriate. You must submit a copy of this checklist (with all initials and signatures) with the rest of your student teaching paperwork at the end of the semester.

Phase	Components for Submission	Approval (Initials req'd)	
		CT*	US**
Phase 1	Preparation Components (must be approved BEFORE administering Assessment of Prior Learning and teaching lessons):		
Submit to US** before you begin full control	1. Learning Environment Description		
	2. Assessment Plan		
	3. Assessment of Prior Learning		
	4. Assessment of Student Learning		
	5. ONU Lesson Plans (3 to 5)		
	Phase 1 Approval Date: _____		
<i>NOTE: Your lessons for the TWS should fall between week 2 and week 7 of full control. Please plan accordingly.</i>			
Phase 2	Post-Teaching Components (must be approved prior to completion of Phase 3)		
Submit to US** at the end of full control	6. Assessment Results and Analysis of Data		
	7. Cooperating Teacher Lesson Evaluation		
	8. University Supervisor Lesson Evaluation		
	9. ONU Lesson Plans (same as previous, but with self-reflections completed)		
	Phase 2 Approval Date: _____		
Phase 3	Final Reflection Components		
Submit with entire TWS	10. Reflection on Work Sample		
	11. Project Checklist (with initials)		
	Phase 3 Approval Date: _____		

*Cooperating Teacher

**University Supervisor

Final Signatures:

Student Teacher

University Supervisor

Student Teacher's Name: _____

Teacher Work Sample Rubric

University Supervisors: Please complete one rubric for each of your student teachers. Evaluate the following components of the Teacher Work Sample and place a score in the appropriate box on each line. Please return all rubrics to the School of Education or the School of Graduate and Continuing Studies. Thank you.

	Component	Target (3)	Acceptable (2)	Unacceptable (1)	Score	Alignment
Phase 1	Learning Environment Description	A thoughtful, detailed description is provided of all required learning environment information. There is evidence of a thorough investigation of the learning environment.	All required components are addressed in the description.	Some required components missing, or description lacks specificity and a clear understanding of the learning environment.		CF: III IPTs: 3, 5 INTASC: NCATE: 1c
	Assessment Plan	All objectives and standards used are assessed. Assessments used are measureable. Detailed analysis available of student prior knowledge. All questions addressed thoroughly and completely.	Plan addresses both standards and objectives. Plan addresses learners' prior knowledge at a basic level. Connected to assessment and objectives. Performance tasks given with limited feedback. All questions addressed.	Missing standards. Missing objectives. Pre-learning not assessed. Assessment does not match objective. Criteria for mastery of objectives/standards are missing. Sections incomplete or unaddressed.		CF: III IPTs: 8 INTASC: 8 NCATE: 1b, 1d
	Assessment of Prior Learning	Exemplary pre-test of prior knowledge. Matched appropriately to desired outcomes of objectives and standards.	Pre-test is satisfactory to guide instruction. Pre-assessment helps to identify misconceptions	Student pre-test/prior assessment of learning does not match objective. Student prior knowledge not assessed.		CF: III IPTs: 8 INTASC: 8 NCATE: 1b, 1d
	Assessment of Student Learning	Assessment(s) effectively assesses objectives/standards. Key criteria and rubrics are used to measure student learning.	Functional assessment of student learning of objectives. Limited criteria developed as a measurement.	Assessment of Student Learning does not address standards/objectives, is not a satisfactory assessment of knowledge, and/or is not measurable.		CF: III IPTs: 8 INTASC: 8 NCATE: 1b, 1d
	ONU Lesson Plans	Complete set of 3-5 lesson plans that address all aspects of the ONU Lesson Plan format, are tied directly to standards,	Three to five lesson plans that address the components of the ONU Lesson Plan and the concept or topic chosen for the	Less than 3 lesson plans in the series included, components missing or incomplete, and lesson plans do not directly		CF: III IPTs: 4, 6 INTASC: 1-8 NCATE: 1b,

		and effectively prepare students for assessments through well-planned learning experiences.	instructional series.	support a concept, topic, or subject.		1c, 1d, 1g
Phase 2	Assessment Results and Analysis of Data	Assessment results are presented in clear, understandable, professional-looking graphs. All required data and student work samples are provided and are of high quality. Data analysis is thoroughly detailed and provides clear support for the highlighted results.	Assessment results are in graph form, present the required data, and are developed according to instructions. Student work samples are included. Description of data analysis is detailed and addresses required topics.	Assessment results are in table, not graph, format, or required data and/or student work samples are not included. The description of the data analysis is neither detailed, nor thorough.		CF: III IPTs: 8 INTASC: 8 NCATE: 1d
	Lesson Evaluations	A lesson evaluation on one of the 3-5 lessons is included from both the cooperating teacher and the university supervisor.	N/A	One or both of the lesson evaluations from the cooperating teacher and/or the university supervisor are missing.		CF: II, III, IV IPTs: 1-11 INTASC: 1-10 NCATE: 1a, 1b, 1c, 1d, 1g
	ONU Lesson Plan w/Reflection	Reflections for all of the 3-5 lessons included with the completed lesson plans	N/A	Reflection not included with the 3-5 lesson plans		CF: III IPTs: 4, 6 INTASC: 1-99 NCATE: 1b, 1c, 1d, 1g
Phase 3	TWS Reflection	Complete Reflection with detail covering all of the questions and components of the TWS	Reflection covers suggested questions	Reflection does not cover the suggested questions		CF: III IPTs: 10 INTASC: 9 NCATE: 1c, 1d
	Project Checklist	A completed project checklist is submitted with the full TWS.	N/A	Project checklist is incomplete or is not submitted.		N/A
				TOTAL:		

Student Teacher Signature

University Supervisor Signature

Date