Teacher Work Sample
Guidelines and Directions

A grade of Proficient or better on each component is required for Satisfactory completion of the internship.

As a classroom teacher, you will probably ask yourself, “Do I really make an impact on my students’ learning?” Even if this question never enters your mind, some parents or administrators may ask themselves similar questions about you. Regardless of audience or their reason for asking the question, the Teacher Work Sample (TWS) will give you the direct evidence you need to demonstrate your ability to assess and improve student outcomes.

A Teacher Work Sample is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher’s ability to:

1. Analyze student data and assessments to determine learning needs
2. Design and develop standards-based instruction that meets student needs
3. Assess student learning prior to and during instruction and at the end of the unit
4. Reflect on the teaching and learning process and identify ways to grow and develop

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Evaluation and Reflection

Use of these components will help you identify your students’ characteristics and needs, develop learning goals, decide how you will assess your students’ learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students’ learning outcomes.

Directions:

Complete the seven components of the Teacher Work Sample described below as you plan, teach, and assess your instructional unit. Complete each component and give it to your university coordinator by the date that s/he indicates to you. Space has been provided below for you to record the date that each of your components is due to your coordinator. After all seven components have been completed and approved by your coordinator, compile the components into a single document, and upload the TWS and all required attachments into the LiveText document template provided in the LiveText assignment. Then submit the assignment in LiveText for final assessment by your university coordinator.
Component 1: Contextual Factors  
*Recommended by 2nd week*  
**DUE: __________**

The teacher uses information about the learning-teaching context and students’ individual learning needs to set learning goals and plan instruction and assessment.

1. Identify the grade level and the type of classroom and/or content area in which you are teaching.
2. Describe the characteristics of your students.
3. Include information about the community, the school population and your classroom.
4. Be sure to include whether you have English Language Learners and students with exceptionalities in your classroom.
5. Describe the physical characteristics of the classroom (furniture, arrangement, available technology, etc.).
6. Discuss how these contextual factors inform how you will design and deliver instruction and assess learning.

Component 2: Learning Goals  
*Recommended by 4th week*  
**DUE: __________**

The teacher sets measurable, challenging, varied, and appropriate learning goals.

1. List at least three, but not more than five measurable learning goals for your unit, and describe student performances of mastery for each.
2. Identify the related Florida Standards that your learning goals address.
3. Make sure the learning goals you choose reflect the contextual factors you identified above and are appropriate for your learners.

Component 3: Assessment Plan  
*Recommended by 5th week*  
**DUE: __________**

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

1. Describe how you plan to assess your students’ learning and how you will know if your students are learning what you teach them.
2. Decide how you will measure their mastery of the learning goals you’ve set, and describe what levels of performance indicate mastery.
3. Design a pre and post assessment, and administer the pre-assessment to students.
4. Explain how you plan to differentiate assessment to accommodate the needs of students with exceptionalities, English Language Learners (ELLs), and other unique learning needs.

Component 4: Design for Instruction  
*(recommended by 6th week)*  
**DUE: __________**

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

1. Provide the results of your pre-assessment and discuss how they have informed your design for instruction.
2. Provide an overview of your unit and a lesson plan for each lesson.
3. Explain how you plan to adapt instruction for the needs of students with exceptionalities and English Language Learners.

Component 5: Instructional Decision Making  
*(recommended by 10th week)*  
**DUE: __________**

The teacher uses ongoing analysis of student learning to make necessary instructional modifications.

1. Give at least two examples of times during the teaching of your unit that your assessment of student learning or the response of one or more students caused you to change your approach or to do something different than you planned.
2. Provide the rationale for the instructional modification you selected.
3. Describe the result of your selected modification; i.e. explain how your instructional modification impacted student learning.
4. Administer your post-assessment at the end of the unit.
Component 6: Analysis of Student Learning  
(recommended by 11th week)  
DUE: __________

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

1. Include a copy of the pre and post assessment measures that you have developed.
2. Display your pre and post assessment results using the graph “Pre-Post Assessment Scores for All Students” to show each individual student’s progress on the learning goals you set for them.
3. Using the graph “Pre-Post Assessment Averages For All Students” display the average performance on the pre and post assessment measures for all students taught. (The graphs for both #2 and #3 are contained in the Graphmaker)
4. Indicate how many students showed mastery of your learning goals after instruction and describe how you would address the educational needs of the students who did not attain mastery.

Component 7: Evaluation and Reflection  
(recommended by 12th week)  
DUE: __________

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

1. Reflect on your unit as a whole, how it has deepened your understanding of assessment, teaching and learning, and how it will inform your own teaching in the future.
2. Highlight the learning goal on which your students were the most successful, as well as the learning goal on which students were the least successful.
3. Discuss how you intend to develop as a teacher to further capitalize on your strengths and improve any areas of weakness.

The Teacher Work Sample must be uploaded to your LiveText portfolio after providing your university coordinator either an electronic or hard copy of each component for prior approval.

(Your coordinator will let you know which format he/she prefers)