Teacher Work Sample (TWS): Critical Task

**Brief Description:** During student teaching, the teacher candidate creates a work sample related to a unit of study that has been implemented in the classroom that includes an instructional sequence, assessment and analysis of student learning, detailed lesson plans, and a reflective analysis of the impact of teaching upon student learning. (Combs, B., 2014, Assessment Handbook for Educator Preparation Programs, p. 19)

*The TWS is the culminating project of your program for you to demonstrate that you are able to design excellent curriculum based on multiple forms of assessment and Common Core/State Standards, and implement it through research-based instructional strategies so that students with diverse needs will learn well.*

**Features of the Teacher Work Sample:**
- **One unit plan** made up of 8-10 **lesson plans**
  - Stage 1 Standards & Objectives: do ONE time for the overall unit plan
  - Stage 2 Assessment Plan: do ONE time for the overall unit plan
  - Stage 3 Instructional Lesson Planning: do 8-10 individual lesson plans for the unit plan
- MUST be in UbD format
- MUST be relevant to the actual class you are teaching
- MUST reflect your actual students’ readiness to learn the material
- MUST be based on actual assessment data (formal and informal)
- MUST reflect differentiation for the various needs in the classroom (i.e., children who learn differently from others, children with learning disabilities, children with AD/HD, children who are Gifted/Talented, etc.)
- MUST be detailed
- Final copy will be uploaded into LiveText

**Assessment Rubric for TWS is Found in the Assessment Section of this Handbook**
Procedures for the TWS:
1. Discuss with your cooperating teacher what unit would be appropriate for the students to learn at the time you will be teaching the unit; narrow down topics collaboratively.
2. Discuss the remaining topics with your supervisor; receive feedback and ideas professionally.
3. Begin to collect assessment data (formal and informal pre-assessment) on the students to determine readiness for the content; you will modify the original content based on this data.
4. Show your progress on the unit to your cooperating teacher and discuss the first few lessons of the unit: are they thorough? Do they reflect the needs of the students? What data did you have that helped you? What data do you still need? When would be a good time to do a check-in assessment of student learning, etc.?
5. Make some modifications based on the most recent discussion with your cooperating teacher and add depth to it.
6. **Hand in a PROPOSAL** to your T&L Capstone instructor (or T&L 488 Seminar instructor if you are not in T&L Capstone) via email or Blackboard (whichever is preferred by the instructor) at least **2 weeks prior to teaching** the unit for review and approval.
7. Upon approval, you may finish writing the entire unit plan

Roles for the TWS:

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Cooperating Teacher</th>
<th>Supervisor</th>
<th>UND Capstone/Seminar Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs the unit from start to finish</td>
<td>Collaborates with teacher candidate; gives final approval for the unit to be taught in the classroom since he/she has the ultimate responsibility and authority of the classroom</td>
<td>Reviews the initial 2-3 lesson plans based on Stage 1 and 2 of the unit plan</td>
<td>Provides scaffolding for the TWS to the candidate in T&amp;L Capstone (greater detail) and Seminar (some detail)</td>
</tr>
<tr>
<td>Collaborates with cooperating teacher (quite a bit) for feedback and advice along the way, and supervisor for review and feedback just prior to submitting proposal to UND faculty 2 weeks prior to teaching the unit</td>
<td>Provides resources when asked; provides constructive feedback; does NOT provide the actual curriculum; helps the candidate through guided questioning rather than direct answers</td>
<td>Provides constructive feedback to the candidate to help guide him/her to greater success, but does not give direct answers</td>
<td>Reviews the proposal and provides constructive feedback; offers approval for the unit if it is ready</td>
</tr>
<tr>
<td>Conducts and interprets assessments (pre-, midterm, and post-)</td>
<td>Helps candidate interpret assessments: what pieces did he/she miss that the data can inform</td>
<td>May help with assessment data interpretation</td>
<td></td>
</tr>
<tr>
<td>Provides curriculum and ways for students to learn that respect their individual learning needs</td>
<td>Helps candidate incorporate classroom management strategies into the unit</td>
<td>Helps candidate to incorporate classroom management strategies into the unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives final approval for the unit to be taught</td>
<td>Observes at least one time during the teaching of the unit; scores the final unit in LiveText for accreditation</td>
<td>Scores final unit in LiveText for grade in T&amp;L Capstone course</td>
</tr>
</tbody>
</table>

**Assessment Rubric for TWS is Found in the Assessment Section of this Handbook**