**Initial Candidate**

**Teacher Work sample**

**2019-2020 Academic Year**

**Description of Teacher Work Sample (TWS)** The TWS is an assessment designed to measure the candidate’s ability to plan, deliver, and assess instruction and to use the assessment data to restructure instruction to ensure that all children learn. In developing the TWS, candidates are taught to plan instruction, assess instruction and, make decisions based on assessment results. They are also taught to adapt instruction for children with learning differences and to locate needed resources. In ED 380, Instructional Planning and Adapting Instruction, candidates are taught the process of developing a Teacher Work Sample. In this class, the instructor helps candidates develop reasonable goals and objectives and write the original lesson plan. The instructor helps candidates work through the process of describing the class and its needs, identifying any potential problems, planning the goals and objectives of the class, and planning appropriate assessments, such as pre and posttests. The instructor also assists candidates to reflect on the outcomes of the assessments and to become familiar with the resources and reasoning skills that are necessary for understanding and identifying children who need assistance. This process prepares the candidate for preparing the completed TWS in directed teaching.

The TWS is one of the culminating experiences for the teacher intern. During directed teaching, the candidate plans a ten day unit and during this unit, he/she will develop the TWS to match the teaching unit. When the performance outcomes are assessed, the teacher intern then identifies a group of students who have had similar problems with the lesson and he/she prepares alternative means for teaching the objectives that were not reached. If students continue to have problems, the candidate is encouraged to seek out solutions for meeting the academic needs of these students. This activity provides the candidate with experiences that allow him/her to see where instruction has succeeded and when it needs to be adapted. Candidates are expected to score an overall mean of 2.0 on the Teacher Work sample.

**Academic Year 2019-2020 N=2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Program** | **Gender/race** | **Score**  **Formative/**  **summative** | **Mean Score** | **Group mean** | **Variance** | **Standard Deviation** |
| **Teaching Process One- Contextual Factors** | | | | |  |  |  |
| Knowledge of community, schools and classroom factors | Physical ED  Physical ED | M/W  F/W | 2/3  2/2 | 2.5  2.0 | 2.25 | .063 | .25 |
| Knowledge of characteristics of students | Physical ED  Physical ED | M/W  F/W | 2/2  2/2 | 2.0  2.0 | 2.0 | 0 | 0 |
| Knowledge of students’ varied approaches to learning | Physical ED  Physical ED | M/W  F/W | 2/3  2/2 | 2.5  2.0 | 2.25 | .063 | .25 |
| Implications for Instructional planning and assessment | Physical ED  Physical ED | M/W  F/W | 1/2  2/2 | 1.5  2.0 | 1.75 | .063 | .25 |
| **Teaching Process Two-Learning Goals** | | | | |  |  |  |
| Significance, Challenge and variety | Physical ED  Physical ED | M/W  F/W | 1/2  1/2 | 1.5  1.5 | 1.5 | 0 | 0 |
| Clarity | Physical ED  Physical ED | M/W  F/W | 2/2  2/2 | 2.0  2.0 | 2.0 | 0 | 0 |
| Alignment with National, State or Local Standards | Physical ED  Physical ED | M/W  F/W | 2/3  3/3 | 2.5  3.0 | 2.75 | .63 | .25 |
| **Teaching Process Three- Assessment Plan** | | | | |  |  |  |
| Alignment with learning Goals and Instruction | Physical ED  Physical ED | M/W  F/W | 2/2  2/2 | 2.0  2.0 | 2.0 | 0 | 0 |
| Adaptions to Assessment based instructional monitoring | Physical ED  Physical ED | M/W  F/W | 2/2  1/2 | 2.0  1.5 | 1.75 | .063 | .25 |
| Quality of Assessment Instruments | Physical ED  Physical ED | M/W  F/W | 2/2  1/2 | 2.0  1.5 | 1.75 | .063 | .25 |
| **Teaching Process Four- Design for Instruction** | | | | |  |  |  |
| Alignment with learning goals **ACEI 3.1** | Physical ED  Physical ED | M/W  F/W | 2/3  2/2 | 2.5  2.0 | 2.25 | .063 | .25 |
| Alignment with assessment plan | Physical ED  Physical ED | M/W  F/W | 1/2  2/2 | 1.5  2.0 | 1.75 | .063 | .25 |
| Lesson and unit structure | Physical ED  Physical ED | M/W  F/W | 1/2  2/3 | 1.5  2.5 | 2.0 | .25 | .5 |
| Lesson activities **ACEI 3.3** | Physical ED  Physical ED | M/W  F/W | 2/3  2/3 | 2.5  2.5 | 2.5 | 0 | 01.5 |
|  | | | | |  |  |  |
| Modifications based on pre-assessment of student learning **ACEI 4.0** | Physical ED  Physical ED | M/W  F/W | 1/2  1/2 | 1.5  1.5 | 1.5 | 0 | 0 |
| Continuous monitoring of student learning **ACEI 4.0** | Physical ED  Physical ED | M/W  F/W | 2/2  2/2 | 2.0  2.0 | 2.0 | 0 | 0 |
| Congruence between modifications and learning goals **ACEI 5.1** | Physical ED  Physical ED | M/W  F/W | 2/2  2/2 | 2.0  2.0 | 2.0 | 0 | 0 |
| **Teaching Process Six- Analysis of Student Learning** | | | | |  |  |  |
| Accuracy and completeness of data collection | Physical ED  Physical ED | M/W  F/W | 1/2  2/2 | 1.5  2.0 | 1.75 | .063 | .25 |
| Graphic presentation of data | Physical ED  Physical ED | M/W  F/W | 2/2  2/2 | 2.0  2.0 | 2.0 | 0 | 0 |
| Interpretation of data | Physical ED  Physical ED | M/W  F/W | 2/2  2/3 | 2.0  2.5 | 2.25 | .063 | .25 |
| **Teaching Process Seven- Reflection and Evaluation** | | | | |  |  |  |
| Reflection on learning goals **ACEI 5.1** | Physical ED  Physical ED | M/W  F/W | 2/3  3/3 | 2.5  3.0 | 2.75 | .063 | .25 |
| Implications for future teaching **ACEI 5.1** | Physical ED  Physical ED | M/W  F/W | 2/3  1/3 | 2.5  2.0 | 2.25 | .063 | .25 |
| Implications for professional development **ACEI 5.1** | Physical ED  Physical ED | M/W  F/W | 2/3  2/2 | 2.5  2.0 | 2.25 | .063 | .25 |

**Interpretation of the Data**

The EPP had two candidates in the initial Educator Preparation Program during the 2019-2020 academic year. Both candidates were secondary Health and Physical Education majors; one Caucasian male and one Caucasian female.

The Teacher Work Sample is used to collected data on how Teacher candidates provided lessons and activities for working with P-12 students. The assessment has seven Teaching Processes which has several key items for each. In looking at the data for the two candidates for the 2019-2020 academic year, the EPP observed that overall, candidates had a mean score of 2.0 for each Teaching Process with the exception of Teaching Process three, where candidates showed weakness in “Adaptions to Assessment based instructional monitoring” and “Quality of Assessment Instruments”. Although these are not the only two items where candidates performed below 2.0, It was evidenced that this process was the only one where the overall mean was noticeable below 2.0. The Candidates seems to have a clear understanding for Teaching Process seven with reflection and evaluation. In looking at individual performance of both Health and Physical Education candidates, it was evidenced that the EPPs male candidate performed higher on Teaching Processes one, three, six and seven for both evaluations. Overall, the EPP noticed that the female candidate showed growth from the first evaluation to the second evaluation under all Teaching Processes. The EPP will use the data to plan for the revised Impact on Student Teaching key assessment that will replace the Teacher Work sample Fall 2021.