<div align="center">**Teacher Worksample**
2016-2019 Academic Years</div>

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 post tests. 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. Candiates are expected to score an overall mean of 2.0 on the Teacher Worksample.

Table One : Aggregated mean score for each Teaching Process

Spring 2016-17   N=6

Criteria	Program	Gender/race	score	Mean Score 2016 N= 6
Teaching Process One- Contextual Factors				
Knowledge of community, schools and classroom factors	Elem Ed	F/B	3	2.66
	Elem Ed	F/B	3	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	3	
	Mathematics	F/B	2	
Knowledge of characteristics of students	Elem Ed	F/B	2	2.33
	Elem Ed	F/B	2	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	3	
	Mathematics	F/B	2	
Knowledge of students' varied approaches to learning	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Implications for Instructional planning and assessment	Elem Ed	F/B	2	1.83
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	1	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Teaching Process Two-Learning Goals				
Significance, Challenge and variety	Elem Ed	F/B	2	2.33
	Elem Ed	F/B	2	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	3	
Clarity	Elem Ed	F/B	3	2.5
	Elem Ed	F/B	2	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	3	
Alignment with National, State or Local Standards	Elem Ed	F/B	3	3.0
	Elem Ed	F/B	3	
	English	F/B	3	
	Physical Ed	M/B	3	
	Mathematics	M/B	3	
	Mathematics	F/B	3	
Teaching Process Three- Assessment Plan				
Alignment with learning Goals and Instruction	Elem Ed	F/B	3	2.66
	Elem Ed	F/B	3	
	English	F/B	3	
	Physical Ed	M/B	2	

	Mathematics	M/B	2	
	Mathematics	F/B	3	
Adaptions to Assessment based instructional monitoring	Elem Ed	F/B	1	1.5
	Elem Ed	F/B	1	
	English	F/B	2	
	Physical Ed	M/B	1	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Quality of Assessment Instruments	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Teaching Process Four- Design for Instruction				
Alignment with learning goals **ACEI 3.1**	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Alignment with assessment plan	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Lesson and unit structure	Elem Ed	F/B	2	2.17
	Elem Ed	F/B	2	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Lesson activities **ACEI 3.3**	Elem Ed	F/B	3	2.5
	Elem Ed	F/B	3	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Teaching Process Five – Instructional Decision Making				
Modifications based on pre-assessment of student learning **ACEI 4.0**	Elem Ed	F/B	3	2.5
	Elem Ed	F/B	2	
	English	F/B	3	
	Physical Ed	M/B	2	
	Mathematics	M/B	3	
	Mathematics	F/B	2	
Continuous monitoring of student learning **ACEI 4.0**	Elem Ed	F/B	2	1.83
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	1	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Congruence between modifications and learning	Elem Ed	F/B	2	1.83
	Elem Ed	F/B	3	

goals **ACEI 5.1**	English	F/B	2	
	Physical Ed	M/B	1	
	Mathematics	M/B	2	
	Mathematics	F/B	1	
Teaching Process Six- Analysis of Student Learning				
Accuracy and completeness of data collection	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Graphic presentation of data	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Interpretation of data	Elem Ed	F/B	2	1.66
	Elem Ed	F/B	1	
	English	F/B	2	
	Physical Ed	M/B	1	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Teaching Process Seven- Reflection and Evaluation				
Reflection on learning goals **ACEI 5.1**	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Implications for future teaching **ACEI 5.1**	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	
Implications for professional development **ACEI 5.1**	Elem Ed	F/B	2	2.0
	Elem Ed	F/B	2	
	English	F/B	2	
	Physical Ed	M/B	2	
	Mathematics	M/B	2	
	Mathematics	F/B	2	

Spring 2017-18 N= 1

Criteria	Program	Gender/Race	Score	Mean Score 2017 N= 1
Teaching Process One- Contextual Factors				
Knowledge of community, schools and classroom factors **ACEI 3.1**	Science	M/B	2	2.0
Knowledge of characteristics of students **ACEI 3.2**	Science	M/B	2	2.0
Knowledge of students' varied approaches to learning **ACEI 3.2**	Science	M/B	2	2.0
Implications for Instructional planning and assessment **ACEI 3.2**	Science	M/B	2	2.0
Teaching Process Two-Learning Goals				
Significance, Challenge and variety	Science	M/B	1	1.0
Clarity	Science	M/B	2	2.0
Alignment with National, State or Local Standards **ACEI 3.1**	Science	M/B	3	3.0
Teaching Process Three- Assessment Plan				
Alignment with learning Goals and Instruction **ACEI 4.0**	Science	M/B	2	2.0
Adaptions to Assessment based instructional monitoring ACEI 3.4	Science	M/B	2	2.0
Quality of Assessment Instruments **ACEI 4.0**	Science	M/B	2	2.0
Teaching Process Four- Design for Instruction				
Alignment with learning goals **ACEI 3.1**	Science	M/B	2	2.0
Alignment with assessment plan	Science	M/B	2	2.00
Lesson and unit structure	Science	M/B	2	2.0
Lesson activities **ACEI 3.3**	Science	M/B	2	2.0
Teaching Process Five – Instructional Decision Making				
Modifications based on pre-assessment of student learning **ACEI 4.0**	Science	M/B	2	2.0
Continuous monitoring of student learning **ACEI 4.0**	Science	M/B	2	2.0
Congruence between modifications and learning goals **ACEI 5.1**	Science	M/B	2	2.00
Teaching Process Six- Analysis of Student Learning				
Accuracy and completeness of data collection	Science	M/B	2	2.0
Graphic presentation of data		M/B	2	2.0
Interpretation of data		M/B	2	2.0
Teaching Process Seven- Reflection and Evaluation				

Criteria		Science	M/B	3	3.0
Reflection on learning goals **ACEI 5.1**	Science	M/B	3	3.0
Implications for future teaching **ACEI 5.1**	Science	M/B	1	1.0
Implications for professional development **ACEI 5.1**	Science	M/B	2	2.0

Spring 2018-19 N= 2

Criteria	Unacceptable 1	Gender/race	Score	Mean Score 2017
Teaching Process One- Contextual Factors				
Knowledge of community, schools and classroom factors **ACEI 3.1**	Elem Ed English	M/B F/B	2 3	2.5
Knowledge of characteristics of students **ACEI 3.2**	Elem Ed English	M/B F/B	2 3	2.5
Knowledge of students' varied approaches to learning **ACEI 3.2**	Elem Ed English	M/B F/B	2 2	2.0
Implications for Instructional planning and assessment **ACEI 3.2**	Elem Ed English	M/B F/B	2 3	2.5
Teaching Process Two-Learning Goals				
Significance, Challenge and variety	Elem Ed English	M/B F/B	2 2	2.0
Clarity	Elem Ed English	M/B F/B	3 3	3.0
Alignment with National, State or Local Standards **ACEI 3.1**	Elem Ed English	M/B F/B	3 3	3.0
Teaching Process Three- Assessment Plan				
Alignment with learning Goals and Instruction **ACEI 4.0**	Elem Ed English	M/B F/B	3 3	3.0
Adaptions to Assessment based instructional monitoring ACEI 3.4	Elem Ed English	M/B F/B	2 3	2.5
Quality of Assessment Instruments **ACEI 4.0**	Elem Ed English	M/B F/B	3 3	3.0
Teaching Process Four- Design for Instruction				
Alignment with learning goals **ACEI 3.1**	Elem Ed English	M/B F/B	2 2	2.0
Alignment with assessment plan	Elem Ed English	M/B F/B	2 2	2.0
Lesson and unit structure	Elem Ed English	M/B F/B	3 3	3.0
Lesson activities **ACEI 3.3**	Elem Ed English	M/B F/B	2 2	2.0
Teaching Process Five – Instructional Decision Making				
Modifications based on pre-assessment of student learning **ACEI 4.0**	Elem Ed English	M/B F/B	2 3	2.5

Continuous monitoring of student learning **ACEI 4.0**	Elem Ed English	M/B F/B	2 2	2.0
Congruence between modifications and learning goals **ACEI 5.1**	Elem Ed English	M/B F/B	2 2	2.0
Teaching Process Six- Analysis of Student Learning				
Accuracy and completeness of data collection	Elem Ed English	M/B F/B	2 3	2.5
Graphic presentation of data	Elem Ed English	M/B F/B	2 3	2.5
Interpretation of data	Elem Ed English	M/B F/B	2 3	2.5
Teaching Process Seven- Reflection and Evaluation				
Reflection on learning goals **ACEI 5.1**	Elem Ed English	M/B F/B	3 3	3.0
Implications for future teaching **ACEI 5.1**	Elem Ed English	M/B F/B	2 3	2.5
Implications for professional development **ACEI 5.1**	Elem Ed English	M/B F/B	2 3	2.5

Table Two: Overall Mean score for each Teaching Process Standard

Standard Overall Mean	Year	One	Two	Three	Four	Five	Six	Seven	Overall mean
	2016-17	2.20	2.61	2.05	2.17	2.05	1.88	2.0	2.14
	2017-18	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	2018-19	2.38	2.67	2.83	2.25	2.17	2.5	2.66	2.49

Data Analysis and Interpretation of Results
The data from the Teacher Work Sample reveals that candidates are performing "2-acceptable" or "3-target" on most components of the rubric. In looking at the data, Teaching Process three-Assessment plan was highest for candidates during the 2018-19 academic years.However, overall mean performance shows an area of weakness in Teaching Process five-Instructional Decision making. This was also a weakness for the candidate duringthe 2017-18 year. Candidates also showed strength with Teaching ProcessTwo- Learning Goals, during the 2016-17 and 2018-19 period.The unit will begin implementing components of the instrument during the Instructional planning course to help candidates' improve performance in these areas of the assessment.
 The data table reveals that candidates duirngthe 2018-19 seemed to have performed better overall than candiadtes during the 2016-17 and 2017-18 years. Overall, all candidates scored overall a 2- "acceptable" or higher in the TWS. Additionally, the EPP will work with its Professional Learning Unit(PEUs) to make sure proper planning of this assessment is imlpementated in each content area.