



College of Education Mission

The College of Education is dedicated to:

Preparing competent, caring and committed professionals for Montana's schools;
Conducting socially significant research to improve the human condition;
Providing community service aimed at improving the quality of life experienced by Montanans; and
Providing graduate education designed for the continuing development of professionals.

College of Education Vision

We prepare educators to be compassionate, inclusive, empathic, as well as knowledgeable about content, pedagogy, and the diverse students they serve. These educators are prepared to differentiate effectively to support the success of all students. We accomplish this by being knowledgeable and responsive to our community, offering programs through different delivery models, and creating meaningful field experiences.

Teacher Work Sample Framework

The design and evaluation of the TWS is framed by the *Danielson Framework for Teaching* (2007) that focuses on research-based practices teachers utilize to promote student learning. This framework divides such practices into four domains that will serve as guides for this work sample:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities (see [Danielson Smart Card](#)).

Teacher Work Sample Purpose

The Teacher Work Sample (TWS) provides an opportunity for the teacher candidate to engage in the following professional responsibilities:

- Design assessments and instruction that are relevant for students' social, cultural, and academic needs
- Create meaningful and challenging learning experiences for students
- Develop instructional outcomes that are aligned with state learning standards
- Analyze student performance data
- Reflect upon teaching effectiveness and impact on student learning
- Design a professional growth plan to expand their teaching knowledge and skills

Overview of the TWS Processes and Evaluation

- The Educator Preparation Program Teaching candidate (heretofore referred to as *candidate*) will collaborate with the Cooperating Teacher (CT) or an educational professional with expertise that can help plan a 3-5 lesson unit focused on a cohesive topic and/or skills aligned to content standards.
 - The candidate will teach each lesson.
 - At least one of the lessons in the TWS will be observed by an onsite University Supervisor (US) and a web-based US. Therefore, this lesson will need to be video recorded and uploaded into the designated web-based repository.
 - The candidate will conduct and analyze formative assessment of students' progress toward each lesson's instructional outcome(s) to inform their design of future instruction to meet students' needs.
 - The candidate will conduct and analyze summative assessment of students' progress toward the overall unit instructional outcome(s).
 - The candidate will reflect upon the teaching and learning that took place over the course of the TWS.
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- Two USs will be evaluating at least one of the candidate’s lessons through direct/web-based observation and scoring the TWS submission.
- The candidate will use appropriate APA citation as needed to identify and credit reliable resources.

Achievement Criteria

- **Proficient:** the candidate demonstrates consistent evidence for performing at the Sufficient Level with little support AND demonstrates use of the focal knowledge or skill beyond the minimal expectations
- **Sufficient:** the candidate demonstrates consistent and convincing evidence of the focal knowledge or skill
- **Needs Improvement:** the candidate has yet to demonstrate minimal required evidence of the focal knowledge or skill

Minimal Passing Score

- The candidate must demonstrate **Sufficient** or above for each component of the TWS Rubric.
- To pass student teaching, candidates must demonstrate **Sufficient** or above for each Danielson component measured by the observation rubric at least once during the student teaching experience. However, there is no specific minimum achievement criteria for the individual lesson observed for the TWS.

TWS Checklist

Use the following checklist to ensure you have completed every component of the TWS:

SECTION ONE

- Preparation through Collaboration Summary
- Continual Growth Plan—Summary of Component Selection and Guiding Questions Chart of Accommodations, Modifications, and IEP goals
- Unit Plan
- CT Feedback Chart on Unit Planning Lesson Plans (3-5)
- CT Feedback Chart on Lesson Plans

SECTION TWO

Formative Assessment

- Analysis of Formative Assessments Table

Summative Assessment

- Summative Assessment Alignment Table Individual Student Achievement Data Table Reflection on Assessment Data

SECTION THREE

- Reflection on Instruction
 - Finalized Continual Growth Plan
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SECTION ONE: PREPARATION & PLANNING (Domains 1 & 2)

1.1 Preparation through Collaboration (1a)

Collaborate with another educational professional to determine a 3-5 lesson unit of instruction. This should be your CT if you have one. If you do not have a CT, this should be an educational professional with expertise that can help you develop your unit of instruction (e.g., instructional specialist, special education director, etc.). Write a summary (approximately 1-2 paragraphs) of this collaborative meeting and how you arrived at the topic of instruction.

1.2 Creating the Continual Growth Plan (4e)

Select one Danielson Component you would like to explore as an area of personal growth. Provide a summary (approximately 1-2 paragraphs) of why you selected this component and at least 3 reflective questions (based on specific *elements* of your chosen *component*) you will use to guide your reflection throughout the unit.

1.3 Preparation through Knowledge of Students (1b)

Using the Chart of Accommodations, Modifications, and IEP Goals below, list 504 plan/IEP/IFSP accommodations and modifications. Identify if the student has an IEP, 504 plan, or IFSP in the first column. Also list IEP or IFSP goals for all students with IEPs or IFSPs making note of if/how these will be addressed within your upcoming unit. If there are no relevant IEP or IFSP goals, please write “no relevant goals” in the corresponding column.

Table 1: Chart of Accommodations, Modifications, and IEP/IFSP Goals

Student (Coded; IEP, IFSP, or 504)	Required Accommodations	Required Modifications	Relevant IEP or IFSP Goals	Comments/Notes
Student A <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> IFSP	Extended Time, Large Print, Reduced Distractions	Alternative version of state- required tests.	By the end of the school year, Student A will read grade-level text orally with accuracy, appropriate rate, and expression at 90 words per minute with 90% accuracy, as measured by teacher records on three consecutive occasions.	Student A is working on social skills, so careful consideration will be taken when selecting partner- students for group work.
Student ID <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> IFSP				

1.4 Unit Planning (see unit plan template for Danielson alignment)

Prior to planning instruction, develop and conduct a pre-assessment that measures student proficiency on the unit instructional outcomes. Include this pre-assessment and unit instructional outcomes in your written TWS. Draft your 3-5 lesson unit of instruction using the Unit Plan Template. To reach sufficiency on the rubric, at least one lesson should integrate IEFA and at least one lesson should incorporate technology (see rubric for details).

1.5 Receptivity to Feedback on Unit Planning (4e)

Submit the Unit Plan to your Cooperating Teacher or selected educational professional for feedback and approval a minimum of 1 week before teaching. Make necessary adjustments based on feedback. Complete the chart of feedback and outcomes below to document what revisions you are making (add rows to the chart as needed).

Table 2: Feedback Chart on Unit Planning

Feedback Received	How Feedback Is Implemented

1.6 Lesson Planning (see lesson plan template for Danielson alignment)

Draft detailed lesson plans for each of your 3-5 lessons using the Lesson Plan Template. It is best to write 1 lesson plan at a time. For example, write 1 lesson plan, receive feedback on your lesson plan, and teach the lesson. Continue this cycle for each of the 3-5 lesson plans.

1.7 Receptivity to Feedback on Lesson Planning (4e)

Submit the Lesson Plans to your Cooperating Teacher or selected educational professional for feedback and approval a minimum of 24 hours before teaching. Make necessary adjustments based on feedback. Complete the chart of feedback and outcomes below to document what revisions you are making (add rows to the chart as needed). Please label each chart with the corresponding lesson number.

Table 3: Feedback Chart on Lesson Planning

Feedback Received	How Feedback Is Implemented

SECTION TWO: USING ASSESSMENT (Domains 1, 3, & 4)

2.1 Using Formative Assessment to Monitor Learner Progress (1f, 3d, 3e)

Using the Analysis of Formative Assessments Table, copy the following from your unit plan into the Analysis of Formative Assessments Table:

- Lesson # (column 1)
- Content Standards (column 2) Instructional outcomes (column 3)
- Formative Assessment Descriptions (column 4)

In column 5, state the proficiency criteria for each formative assessment and how you measured that criterion. If your assessment is qualitative in nature (e.g., an open-ended question, observation) you will need an assessment tool, such as a rubric or checklist. Include a copy of the tool in your TWS.

In column 6, state how many students achieved and did not achieve proficiency for this lesson.

In column 7, demonstrate what you learned from examining formative assessment results for each lesson.

In column 8, demonstrate how you changed instruction for each subsequent lesson (based on formative assessment data from the previous lesson).

Table 4: Analysis of Formative Assessments

Information for this chart should accurately reflect your lesson plans.

Lesson #	Content Standards (1a)	Instructional Outcomes for the Individual Lessons (1c)	Formative Assessment Description (1f)	Assessment Tools and Pre-determined Level for Student Proficiency (1f; 3d)	Numbers of Students Who Did and Did Not Achieve Proficiency (3d)	Think like a teacher; what do these formative assessment results tell you? (3d; 4a) (WHAT?)	What changes did you make to the next lesson based on what you learned? (3e; 4a) (NOW WHAT?)
L1		Students will learn that numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.	Students will solve a set of three addition problems using manipulatives. I will observe student proficiency at Station #3	Station #3 rubric Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.	20 students 20: proficient	All students were proficient using manipulatives, so they have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.	All students were successful, so we will continue with the lesson as planned.

L2		Students will learn that they can represent numbers of objects with pictures; students will be able to solve 3 addition problems by using pictures.	Students will solve a set of three addition problems using pictorial representations.	Worksheet at Station #5 Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting	22 students 15: proficient 7: not proficient	32% of students did not reach proficiency. 6 of the 7 not reaching proficiency have demonstrated success using multi-modal learning in past lessons. I will develop more scaffolding using manipulatives to help them grasp the number/picture connection.	Create a small group of students based on ability (students who have shown proficiency with manipulatives but not with pictures). At station #2, this small group will practice using the manipulatives on top of pictures to scaffold transitioning from concrete objects to picture representations.
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2.1 Recording Summative Assessment Data (1f, 3d)

Copy the information as outlined below from your unit plan. If your assessment is qualitative in nature (e.g., an open-ended question, observation) you will need an assessment tool, such as a rubric or checklist. Include a copy of the tool in your TWS.

Copy the following from your unit plan into the Summative Assessments Alignment Table:

- Content Standards (column 1)
- Instructional Outcomes (column 2)
- Summative Assessment Descriptions (column 3)
- Proficiency Criteria Description (Column 4)

Table 5: Summative Assessments Alignment

Unit Standards	Unit Instructional Outcomes	Summative Assessment Description	Proficiency Criteria Description
		Summative Assessment: 10-question multi-step addition test generated by CT	Criteria for proficiency: score of 85% or higher on summative assessment: product and process (steps of problem solving).

Fill out the 3-column body of the table.

- Use TWS student codes; no actual names (Column 1).
- Chart summative assessment scores for each student (Column 2).
- Note whether or not each student achieved proficiency (Column 3).

Table 6: Individual Student Achievement Data

Student (coded)	Pre-Assessment Results	Summative Assessment Results	Proficiency? (Yes/No)
Student A	15%	75%	No
Student B	10%	98%	Yes
Continue for all students			

2.3 Reflecting on Assessment Data (3d, 3e, 4a)

Write an analysis (approximately 3-4 paragraphs) of the whole class assessment performance. Your written reflection should address the following:

- After reviewing assessment information, describe what patterns you see in the assessment data (whole class, purposeful student groupings, and individual students). Also consider student achievement across Bloom's taxonomy. (A concept map or other graphic may be helpful here.)
 - Refer to individual student data. Analyze the patterns according to students who demonstrated proficiency and those who did not. Be sure to describe what it tells you about a) your instruction and b) about your students' ongoing need for supports.
 - Reflect on how you will use this data to improve your instruction for the whole class, purposeful student groupings, and individual students by providing specific, actionable ideas.
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SECTION THREE: PROFESSIONAL RESPONSIBILITIES

(Domain 4)

3.1 Reflecting on Instruction (4a)

Reflect (approximately 1-2 pages, double-spaced) on your teaching over the course of your teacher work sample. Pull from multiple sources of evidence, which may include:

- Video-recorded portions of your teaching,
- What your cooperating teacher/university supervisor offered in their feedback, and
- Ongoing reflection captured in reflection journals or informal personal reflection.

Utilize Rolfe et al. (2001) Framework for Reflective Practice to structure your reflection (see [University of Connecticut adaptation](#)). Identify and describe what was important in the teaching/learning experience, why it was important, and how you may improve your practice moving forward. Reference domains of the Danielson Framework for Teaching during your description.

3.2 Finalizing the Continual Growth Plan (4e)

Review your Continual Growth Plan from section 1. Reflect (approximately 1-2 pages, double spaced) on the specific Danielson component you chose to explore as an area of personal growth, as well as the three reflective questions based on specific elements of that components. In addition, reflect on any other Danielson components that resonate with you regarding your continual growth.

Identify and describe (approximately 2 paragraphs) at least two specific professional goals that will improve your practice overall, as well as activities you can engage in to achieve those goals. Consider cultural competence and/or biases in at least one of these professional goals. Activities may include selected resources, such as books/articles to read; conferences to attend; mentors with whom to collaborate; and/or resources from professional organizations. Be sure to describe:

- How you plan to use these resources,
 - Your tentative timeline, and
 - How you will know you met your goal.
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