

**University of Hawai‘i
Institute for Teacher Education
Department of Secondary Education**



Teacher Work Sample Handbook
Fall 2006

*Preparing knowledgeable, effective, and
caring teachers for Hawai‘i Schools*

Mentor's Abridged Version

This handbook is the guide for developing a *teacher work sample* during student teaching in fulfillment of the exit portfolio requirement of the Department of Secondary Education, Institute for Teacher Education, University of Hawai‘i at Mānoa. Teaching residents, university coordinators, mentor teachers, university faculty, and school administrators are the intended audiences. The handbook has been revised based on data and feedback from student teachers and faculty during the spring 2006 pilot.

Developed spring 2006/Revised summer 2006

Overview of Teacher Work Sample (TWS)

Secondary Education Program
Institute for Teacher Education
College of Education
University of Hawai‘i at Mānoa

Teacher Work Sample Defined

The teacher work sample (TWS) is a carefully developed teaching unit planned and implemented during the student teaching semester. Through the TWS, teaching residents demonstrate their ability to apply in practice the teaching skills they have developed and demonstrated in their previous teacher education course work. In the teacher work sample, teaching residents move through the steps involved in best teaching practice and engage in a process for ongoing professional improvement that, ideally, continues throughout their careers.

Satisfactory completion of the TWS is required for completion of the secondary education program. Teacher work samples, along with classroom observations of student teaching, also provide evidence that teaching residents meet Hawai‘i and national teacher standards and that they can effectively facilitate students’ learning. ITE 406 faculty will assess the work samples, looking for summative evidence that UH teaching residents have developed “acceptable” or “target” teaching skills articulated in Secondary Education program goals and objectives, the College of Education conceptual framework, and secondary content standards. All teaching residents completing UH teaching programs are expected to provide evidence of their *knowledge, effectiveness, and caring* and the way they contribute to “*a just and democratic society.*”

The Six Steps

I. Description of Educational Context (Week 1-3)

The teaching resident researches & describes the teaching context, then articulates relevant underlying principles to promote each student's learning and to support equitable and just schooling. Information about the community, school, classroom and students will be used to set unit goals and plan relevant instruction and assessment.

II. Planning of Long Term Unit (Weeks 2-4)

The teaching resident researches content curriculum standards, topics, existing plans; consults with mentors; and develops the long-term plan for an original instructional unit he or she will teach students. The three-week plan has significant, challenging, and varied learning goals, appropriate in light of the context for learning and individual student needs. The teaching resident makes plans to establish a learning environment to support each student's safe and equitable learning.

III. Design of Assessments and Lesson Plans (Weeks 3-6)*

The teaching resident designs all assessments and lessons for the unit aligned to specific learning targets/objectives, student characteristics and needs, and learning contexts. The daily lesson plans show accuracy, and the unit's multiple assessments align to content standards. The teaching resident provides evidence of research and consultation with mentors and peers in the development and implementation of long term and daily plans and assessments.

**A copy of the complete unit (with accompanying lesson plans) is submitted in lieu of a narrative piece in this section.*

IV. Implementation of Assessments and Lessons (Weeks 7-9)

The teaching resident implements assessments and lessons that reflect varied dimensions of quality instruction as framed by institutional, state, and national teacher standards. The teaching resident uses systematic evaluations to monitor learning, adjust teaching, and document student learning before, during, and after the unit.

V. Analysis of Student Learning (Weeks 10-12)

The teaching resident analyzes documented assessment data from multiple formal and informal assessments to summarize what students learned. Analysis includes examining learning gains of the entire class and of particular individuals and groups.

VI. Self-Evaluation and Reflection (Weeks 10-12)

The teaching resident self-evaluates the effectiveness of instruction, reflecting on the impact of unit on student learning. In consultation with mentors and peers, he or she makes plans to improve future instruction.

Schedule for Steps

Faculty in ITE 406 will assign specific due dates within the general time frames indicated here. They will also provide guidance on how to complete the steps and assess teaching residents' completed teacher work samples.

Faculty will use the assessment rubrics for each step provided in the handbook. They are designed to reflect Secondary Education goals and objectives and the College of Education conceptual framework.

The final TWS, with all six steps completed, is due before the end of the semester.

Teaching residents are expected to converse and collaborate professionally as they develop and review each step in their teacher work samples. These conversations are particularly important with their mentor teachers, their university coordinators, their peers in seminar, and the faculty of the ITE 406 seminars. Teaching residents reflect on these conversations and their impacts.

Steps in Teacher Work Sample	Time Frame
I. Description of Educational Context	Weeks 1-3
II. Planning of Long Term Unit	Weeks 2-4
III. Design of Assessments and Lesson Plans	Weeks 3-6
IV. Implementation of Assessments and Lessons	Weeks 7-9
V. Analysis of Student Learning	Weeks 10-12
VI. Self-Evaluation and Reflection	Weeks 10-12

Share and Post on TK20	Weeks 13-15
-------------------------------	--------------------

STEP I GUIDELINES

Description of Educational Context

Describe educational context and ways it influences instruction and student learning, which includes just and democratic interaction in a safe and equitable learning environment.

The teaching resident researches and provides instructional implications of:*

1. **a. Community.** Examples include: geographic location, demographics (socio-economic, race/ethnicity, immigrant or other specific populations served. Possible areas of focus can include: stability-transience of community residents, community resources, political climate, safety issues, support for education and community environmental factors.
b. School factors. Examples include: school resources and facilities, mandated assessments and overall student performance data, learning support programs (e.g. reading workshops, ESL, bilingual, multicultural education, enrichment programs, extracurricular programs, interdisciplinary teams, special education, GT, etc.).
c. Classroom and curriculum factors. Examples include: physical classroom features such as the availability of technology equipment and resources, as well as the curricular scope and sequence. Expectations, guidelines, support, and constraints of parental involvement, cultural norms, and expectation of teachers and students.
2. **Student diversity and background.** Examples include: age, gender, SES, race/ethnicity, language, culture, skills & prior learning, religion, sexual orientation, interests, special needs.
3. **Student learning approaches (strengths and needs).** Examples include: ways of thinking, learning styles/modalities.
4. **Learning environment.** Discuss prevailing class or school rules, climate, and resources. Suggest any adaptations that further support student's safe and equitable learning as well in a learning community that promotes a just and democratic society.

** Use charts and figures as appropriate to supplement narrative*

STEP I RUBRIC
Description of Educational Context

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Instructional Implications of Community, School and Classroom	Reports <i>minimal, irrelevant, or biased information and implications.</i>	Reports some knowledge of characteristics that may affect learning.	Reports <i>comprehensive understanding and instructional implications.</i>	
Instructional Implications of Student Characteristics	Displays <i>minimal, undifferentiated, or irrelevant knowledge</i> (e.g. SES, gender, ethnicity, prior learning, special needs).	Displays <i>general knowledge of diverse characteristics</i> (e.g. SES, gender, ethnicity, prior learning, special needs) <i>that may affect learning.</i>	Displays <i>deep understanding of diverse characteristics and instructional implications</i> (e.g. SES, gender, ethnicity, prior learning, special needs).	
Instructional Implications of Students' Varied Approaches to Learning	Displays <i>minimal, stereotypical, or irrelevant knowledge</i> about the different ways students learn (e.g., learning styles).	Displays adequate knowledge about different ways students learn (e.g., learning styles).	Displays deep understanding of the students' varied approaches and implications for instruction (e.g., learning styles)	
Instructional Implications of Classroom Learning Environment	Displays little knowledge of learning environment, safety or equity.	Demonstrates adequate understanding of learning implications of environment.	Suggests adaptations to the existing environment to enhance safety and equity.	
Comments:				Standard Met (Yes or No)?

STEP II GUIDELINES

Planning of Long Term Unit

Develop a plan for a three-week unit, which links to national/state standards, specific learning targets/objectives, and learning context.

The teaching resident:

1. Chooses the specific **Hawai'i content standards/grade level benchmarks** the unit will align to. Provides an explanation that shows the critical decision making involved. Makes decisions regarding standards in consultation with mentors and in keeping with content curriculum guidelines for grade level and subject area.
2. Lists **learning targets/objectives** that are significant, challenging, and varied. Defines expectations for what students should know and be able to do at the end of the unit. Provides an explanation that shows the critical decision making involved. Unit goals should address varied levels of thinking or learning targets (*Table provided in Step II Appendix can be used to supplement narrative*).
3. Provides **unit overview (long-term plan)** for 3-week unit including rationale, content outline, standards and benchmarks, varied teaching strategies and materials representing multiple perspectives, underlying principles of classroom environment.
 - A. Addresses how contextual characteristics of the community, classroom and students researched in Step 1 impact the planning and assessment of the unit, using at least two specific examples.
 - B. Researches content and frames topics of unit in content outline (e.g. in outline or concept map), incorporating multiple perspectives.
 - C. Plans varied teaching strategies (e.g. activities, mini-lessons, groups, presentations, etc.) that build from student strengths, link to their life experience, and challenge each student appropriately.
 - D. Communicates with mentor teacher about unit overview.
4. Reflection states underlying principles of planning for the **creation of a classroom environment** that assures equity and safety, sensitivity to context, inclusiveness, and support for each student. It is recommended that student teachers consult the mentor teacher, other resources and/or professional literature when planning for the classroom environment.

STEP II RUBRIC Planning of Long Term Unit

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Alignment of Goals with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals align with national, state or local standards.	Most goals/ objectives are explicitly aligned with national, state or local standards.	
Significance, Challenge and Variety of Goals	Reflect only one type or level of learning.	Reflect more than one level of learning and some significance & challenge.	Reflect several types or levels of learning, notable significance & appropriate challenge.	
Unit Overview	Overview is too narrow in scope – does not address the components of Guideline #3*	Sufficiently developed with materials that address the components of Guideline #3.	Well developed with materials that address the components of Guideline #3.	
Classroom Environment Statement of equitable and inclusive principles	Superficial description displays limited knowledge of features of classroom learning environment.	Principles support a safe, inclusive, and equitable classroom environment.	Thoughtful preparation includes input from others and/or professional literature.	

Comments:

Standard Met (Yes or No)?

* See page 9

STEP III GUIDELINES
Design of Assessments and Lesson Plans

**Complete unit (with accompanying lesson plans) is submitted in lieu of narrative piece in this section.*

Design and revise all assessments and lessons in the unit in consultation with others. Unit planning must integrate technology and be aligned to specific learning goals, student characteristics and needs, and learning contexts.

The teaching resident:

1. **Designs and administers a pre-assessment** prior to teaching the unit, which will be re-administered/revisited at the end of the unit (examples might include: initial/ending selected responses, pre-/post- test, KWL chart, initial/ending writing sample, performance assessment, personal communication, etc.). The pre-assessment must be aligned to learning targets/objectives/standards. The design of the unit and instructional decisions are influenced and modified based on information gathered during pre-assessment.
2. Designs well structured lessons and assessments so that they are **aligned** to learning targets/objectives and national/state/local standards. **Connects** lessons and assessments to key ideas in the content area.
3. Designs lessons and assessments so that they are **varied in pedagogy, materials and outcomes**. Strategies should include active learning, materials should reflect multiple perspectives and outcomes should support knowledge, reasoning, and positive dispositions.
4. Designs lessons and assessments so that they are **relevant, differentiated in keeping with students' needs, and connected to students' lives**.

STEP III RUBRIC

Design of Assessments & Lesson Plans

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Pre-Assessment	Pre-assessment not given or out of alignment to unit goals. Summarized results are poorly organized.	Pre-assessment given and aligned to most goals. Summarized results adequately organized for later comparison to post-test.	Pre-assessment aligned to each standard and goal. Results organized clearly for later comparison. Considers unit adjustments in keeping with findings.	
Lesson and Assessment Structure, Accuracy, Alignment, and Content	Limited organization, accuracy or alignment to goals. Disconnected skills and facts. Not all goals are addressed.	Adequate organization, accuracy and alignment to goals. Most goals are addressed. Shows awareness of big ideas of content area. Mentors feedback.	Exemplary organization, accuracy and alignment to goals. All goals are addressed. Lessons are peer or mentor reviewed and relate to big ideas of discipline.	
Lesson and Assessment Variety	Little variety instruction, assessments, & materials. Heavy reliance on textbook or single resource.	Some variety in instruction, assessment, & materials, to promote student knowledge, reasoning, skills, products, dispositions.	Significant variety in instruction, assessment, & materials to promote student knowledge, reasoning, skills, products, dispositions.	
Lesson and Assessment Relevance, Differentiation, Connections to Students' Lives	Limited in relevance or motivation, active engagement, technology use, differentiation, connection to students' lives and prior skills.	Adequate relevance or motivation, active engagement, technology use, differentiation, connection to students' lives and prior skills.	Notable relevance or motivation, active engagement, technology use, differentiation, connection to students' lives and prior skills.	

Comments:

Standard Met (Yes or No)?

STEP IV GUIDELINES Implementation of Assessments and Lessons

Teach the unit (lessons *and* assessments), monitor student learning, adjust teaching as needed, and gather assessment information before, during, and after the unit.

The teaching resident:

1. **Explains** how appropriate criteria and performance levels were implemented during lessons and assessments to **match** learning targets throughout the unit (examples might include: formative assessment of lessons, teacher-graded rubrics on student-generated products, student self-assessment of performance during unit, or varied project effort/disposition assessments). In the explanation* of each assessment, include:
 - A. brief description/name of assessment
 - B. method/type of assessment (e.g. performance tasks, essays, objective test, personal communication, etc.)
 - C. specific learning targets/objectives met,
 - D. differentiated learning adaptations based on context or student needs,
 - E. performance level of thinking assessed (e.g. Bloom's cognitive taxonomy)
2. Defines **scoring, grading, and monitoring** of student growth throughout the unit, including methods of differentiation.*
3. Describes how assessment approach was **communicated** to students and others (i.e. colleagues, student support personnel, peers) to clarify learning targets/goals. Describes the nature of **feedback** sought from students and others regarding the unit.
4. Explains how the teaching of the unit and the assessment methods used were **adapted** throughout the unit in keeping with diverse student needs, student performance, and feedback obtained.

* *Guideline #1 may include a table with the narrative for ease of reference.
(See Step IV Appendix)*

** *Guideline #2 must include scoring keys & rubrics with narrative.*

STEP IV RUBRIC
Implementation of Assessments and Lessons

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Assessment Criteria and Performance Levels Match Learning Targets	Most assessment criteria and performance levels are not developed or do not match learning targets of the unit.	The criteria and performance levels of the major assessment(s) matches the learning targets of the unit.	The criteria and performance levels of multiple formative and summative assessments match the learning targets of the unit.	
Scoring, Grading, and Monitoring of Different Students' Growth	Limited student monitoring, minimal differentiation, inappropriate scoring and grading.	Adequate student monitoring and differentiation, appropriate scoring and grading.	Proficient student monitoring, differentiation, scoring and grading.	
Communication of Assessment and Feedback with Students and Peers	Assessment is not explained to students or peers. Feedback is not solicited.	Explains some features of assessment approach. Solicits limited feedback from students and peers.	Fully explains assessment approach. Consistently solicits feedback throughout formative and summative assessment	
Adjustment of Teaching and Assessment	Little adjustment of teaching or assessment based on student needs, performance, and feedback.	Adequate adjustment of teaching or assessment based on student needs, performance, and feedback.	Effective adjustment of teaching or assessment that meets diverse student needs based on performance and feedback.	

Comments:

Standard Met (Yes or No)?

STEP V GUIDELINES
Analysis of Student Learning

Analyze results of all assessments throughout the unit documenting learning gains of the entire class *and* of a specific subgroup or select individuals to draw conclusions of impact on student learning.

The teaching resident:

1. Analyzes Whole Class

- A. Summarizes the scores/results of the entire class for the pre- and post- assessments, comparing and contrasting overall student results.
- B. Summarizes the scores/results of the entire class for *each* formative and summative assessment *throughout* the unit.
- C. Analyzes overall differences and similarities across assessments. Example: “Was there more grade concentration or grade variety on one assessment as opposed to another?”

2. Analyzes Subgroup/ Pair of Individuals

- A. Selects one sub-group or pair of contrasting students who performed differently (e.g. gender, prior learning, English language skills, etc.) and provides description of and rationale for selection.
- B. Summarizes the scores/results for this particular subgroup/pair of individuals on the pre- and post- assessments, analyzing several examples of student work to compare and contrast key data.
- C. Summarizes the scores/results for this particular subgroup/pair individual on *each* formative and summative assessment *throughout* the unit, analyzing several examples of student work. Example: “Did each assessment generate the same type of results for the students in the group or pair?”

3. Analyzes assessment results relative to learning targets/objectives

- A. Analyzes the assessment scores/results relative to *each* learning target /objective for the whole class *and* subgroup/pair of individuals.
 - i. Did the students meet each learning target – i.e. what did they learn?
 - ii. How many students met each learning target?
 - iii. How well did the students meet each learning target?

4. Draws conclusions of impact on student learning and development

- A. Draws conclusions about students’ skills and knowledge gained to determine student learning throughout the unit, referencing evidence from the analysis done throughout Step V. (Example: “Did the students learn? How and why?”)
- B. Draws conclusions about student development (intellectual, social, and personal) as a result of the unit, referencing evidence from the analysis done throughout Step V. (Example: “Did student development occur? How and why?”)
- C. Gives reasons for similarities and differences across student development and learning, referencing evidence from the analysis done throughout Step V.

Step V RUBRIC Analysis of Student Learning

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Analyzes Whole Class	Incomplete reporting of class scores/results. Minimally analyzes class results across assessments.	Complete reporting of class scores/results. Adequately explains variation of overall class results across assessments.	Complete reporting of class scores/results. Fully explains variation of overall class results across assessments.	
Analyzes Subgroup or Pair of Individuals	Selection is ambiguous. Analysis is incomplete, or superficial. Sufficient evidence is not provided across assessments.	Clear description and rationale of selection. Analysis adequately compares or contrasts student work across assessments.	Thoughtful description and rationale of selection; Insightful comparison <i>and</i> contrast of student work across assessments.	
Analyzes Assessment Results Relative to Learning Targets/Objectives	Minimal description of relationship between learning targets and student performance/achievement throughout the unit.	Adequate description of relationship between learning targets and student performance/achievement throughout the unit.	Detailed description of relationship between learning targets and student performance/achievement throughout unit.	
Draws Conclusions of Impact on Student Learning	Conclusions are unwarranted, not evidence-based, and/or minimally address student learning and development.	Conclusions are evidence-based and appropriately reflect analysis on whole class and subgroup/individuals. Conclusions address different aspects of student learning.	Conclusions on student learning are discerning and fully warranted. Insights on intellectual, social, and personal development are also discussed.	

Comments:

Standard Met (Yes or No)?

STEP VI GUIDELINES
Self-Evaluation and Reflection

Evaluate the effectiveness and impact of the unit and instruction. Make plans for professional development. Reflect on the conceptual framework and vision of the College of Education.

The teaching resident:

1. Selects the learning target where students were most successful.
 - A. Provides two or more possible reasons for this success, commenting on relevance and appropriateness of learning targets, unit design, and instruction.
 - B. Seeks and reflects on input from students, parents, colleagues, peers and/or mentors or relevant literature, to review and interpret data in Step V. Summarizes interpretations that arise from these sources.
 - C. Reflects on the connection between the strategies or content in the unit taught and student lives.

2. Selects the learning target where students were least successful.
 - A. Provides two or more possible reasons for this lack of success, commenting on relevance and appropriateness of learning targets, unit design, and instruction.
 - B. Seeks and reflects on input from students, parents, colleagues, peers and/or mentors or relevant literature. Summarizes interpretations that arise from these sources and discusses what to do differently or better in the future.
 - C. Reflects on the connection between the strategies or content in the unit taught and student lives.

3. Self-Reflection and Professional Development Goals
 - A. Describes at least two professional development goals that emerged from insights gained.
 - B. Identifies two specific steps to work toward professional development goals.

4. Evidence of Knowledge, Effectiveness, Caring, Justice, and Democracy
 - A. Provides evidence from evaluation of unit effectiveness and self reflection (#1-3 above) to explain how the teaching resident has met the College of Education vision to prepare educators to “contribute to a just and democratic society.”
 - B. Provides evidence from evaluation of unit effectiveness and self reflection (#1-3 above) to explain how the teaching resident has met the College of Education conceptual framework in becoming a “knowledgeable, effective, and caring” teacher.

STEP VI RUBRIC Self-Evaluation and Reflection

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Insights Into Strengths of Instruction and of Unit	Does not identify two reasons for success. Provides minimal interpretation and/or reflection is superficial.	Identifies two reasons for success. Provides an interpretation on the relevance and appropriateness of the unit and instruction, as well as the connection to student lives.	Identifies two reasons for success. Provides thoughtful reflections on the relevance and appropriateness of the unit and instruction, as well as the connection to student lives, incorporating input from various sources.	
Insights Into Weaknesses of Instruction and of Unit	Does not identify two reasons for lack of success. Provides superficial reflection and/or inadequate or inappropriate ideas for redesign.	Identifies two reasons for lack of success with sufficient reflection. Includes appropriate ideas for redesign.	Identifies two reasons for lack of success with a full reflection. Incorporates input from various sources and includes well-developed ideas for redesign.	
Implications for Professional Development	Does not provide two professional development goals. The identified steps are not relevant or not well-thought out.	Provides two specific professional goals. Identified steps are relevant, well-conceived, and achievable.	Provides more than two well-conceived professional goals. Identifies well-planned and suitable steps for goal achievement.	
Evidence of Knowledge, Effectiveness, Caring, Justice, and Democracy	Evidence does not demonstrate that the teaching resident has met the College of Education conceptual framework and vision.	Articulates general relationship between teaching & core values of knowledge, effectiveness, caring, justice, & democracy.	Fully explains how knowledge, effectiveness, caring, justice, & democracy were incorporated into teaching practice and decisions he or she made.	

Comments:

Standard Met (Yes or No)?
