

TWS TUTORIAL

This tutorial is designed to answer frequently asked questions about the development of the Teacher Work Sample. It begins with questions regarding the TWS Handbook introductory pages and then is organized by Factor.

TWS HANDBOOK INTRODUCTORY PAGES

1. Q - On page 2 of the TWS Handbook, it states, "These lessons can be taught over several weeks..." Can the TWS just be taught over one week?

A - Yes, teaching the TWS lessons may take just one week. As described in Factor 2, the TWS must include six or more learning outcomes. The recommendation is that these outcomes will be taught in 5 – 10 lessons. This may take place over a couple of weeks or it may just take one week depending on a student teacher's placement, schedule and/or major.

2. Q –The introductory pages discuss submission requirements. How will I know when my Teacher Work Sample is due?

A – Each semester a handout will be distributed to all university supervisors and student teachers which will list due dates for each factor. These due dates are provided as guidelines for the university supervisors and student teachers to follow for submission of each factor to the supervisor. The handout will also include the final due date for submission of the completed TWS to Rhonda Wolff in the Office of Field Experiences.

3. Q – I am in two placements for student teaching. Do I have to complete two Teacher Work Samples?

A – No. Every student only completes one Teacher Work Sample. Students who have two placements during student teaching need to decide in which placement they are going to complete their TWS. Then, they follow the due dates listed in that column.

4. Q – How much planning time should the intern or student teacher use to discuss the TWS with their cooperating teacher? Should the intern and the clinical faculty member be discussing the TWS every planning session?

A – Discussing the TWS with the clinical faculty member will take place, however the discussion should not last over an entire planning time, nor should the conversation be the focus of multiple planning sessions. The planning, teaching, assessing and reflecting on the TWS are all completed by the student intern. It is not the role of the clinical faculty member to explain the TWS content, nor co-write, co-teach or co-assess any part of the TWS. Please refer to pages 6 and 7 of the TWS Handbook for additional guidelines in the TWS Candidate Assistance Policy. If a student intern requires further assistance, he/she should contact the university supervisor for additional support.

FACTOR 1

1. Q - What should be the length of Factor 1?

A – Generally, Factor 1 is two pages with one page devoted to the required table (described on page 10 of the TWS handbook) and one page devoted to the narrative (described on page 11 of the TWS Handbook).

2. Q – Which elements should be listed in the *Contextual and Learning Environment Table* required in Factor 1?

A – In order to meet the requirements of the checklist and rubric on page 13 of the TWS Handbook, the Factor 1 table should include any community, district, school and classroom elements which would have implications for instruction specific to the teaching of the TWS lessons. In addition, student characteristics should be identified and reasonable implications listed to meet the needs of the described students.

3. Q – What should be included in the narrative that follows the table?

A – The narrative that follows the table should include the four parts as described on page 11 of the TWS Handbook. Basically, this section will report the school's vision, mission, strategic plan or goals. It will also report the current assessment tool and assessment results. These first three sections of the narrative are factual in nature and are a report of the assessment tool, the test data and the school's plan. The final paragraph is not a reporting of data gathered. The final paragraph of the narrative is a summary of what the candidate will do during the planning and teaching of the TWS lessons to implement the goals or strategic plan of the school.

4. Q – Are the table and the narrative in Factor 1 evaluated with the checklist and the rubric or is the checklist for one section and the rubric for another section?

A - The checklist and rubric are used to make sure that appropriate environmental elements and student characteristics are listed in the table and that in the third column of the table, the candidate suggests reasonable implications to meet student needs. The last line of the rubric is used to rate the quality of the information presented in the narrative.

5. Q – Where are instructional implications addressed in Factor 1?

A – In Factor 1, instructional implications are addressed in two places. The first place is in the third column of the table. The second place is in the final paragraph of the narrative. In both of these locations, candidates are to specifically state what they are doing during the planning and teaching of their TWS lessons to address the elements listed in the table and the school’s assessment data and improvement plan. Based on all the data gathered for Factor 1, the candidates are to list the specific implications for instruction in their TWS lessons.

FACTOR 2

1. Q - How many learning outcomes should be included?

A – As noted on page 14 of the TWS Handbook, six or more learning outcomes must be included, including at least *two* outcomes at *each level – low, middle, and high*, targeting the cognitive, affective or psychomotor domains.

2. Q – Is it possible for all of the learning outcomes to be cognitive learning outcomes?

A – Learning outcomes can focus only on the cognitive domain but affective and/or psychomotor outcomes should be included when appropriate.

3. Q – Are the outcomes listed in Factor 2 the same outcomes listed in the *Design for Instruction Table* required in Factor 3.

A – Yes, the outcomes that are listed in Factor 2 are the same outcomes listed in Factor 3.

4. Q – How long should my rationale be?

A – A rationale which is one paragraph in length should be able to convey to students or parents the relevance of your goal(s) for the TWS lessons. This rationale statement should convey why your students should know and/or be able to meet the goal(s) you chose for your TWS lessons. See sample on page 14 of the TWS handbook.

FACTOR 3

1. Q - Does Factor 3 contain anything else in addition to the required table? For example, do we include lesson plans for the TWS lessons outlined in this factor?

A – Factor 3 only contains the Design for Instruction Table which includes a description of the pre-assessment at the beginning of the table, an outline of the planned instructional lessons in sequential order and a description of the post-assessment at the end of the table. See example on pages 20 and 21 of the TWS Handbook.

2. Q – Should the table for Factor 3 only be an outline for 5 – 7 days?

A - As described in Factor 2, the TWS must include six or more learning outcomes. The recommendation is that these outcomes will be taught in 5 – 10 lessons. These lessons may take place over a couple of weeks or it may just take one week depending on a student teacher’s placement, schedule and/or major.

3. Q – What does “Create interdisciplinary learning experiences either *across content fields* or *within content fields*.” mean?

A – Interdisciplinary learning experiences across the content field means to teach the learning outcomes in a different content area other than the one in which you are teaching your TWS lessons. For example, if the focus is in science then in one of your TWS lessons you may include math as well, including a math standard and outcome. There should be an outcome that shows the integration. There may not specifically be a math outcome, as long as the math component is imbedded in the science outcome. An example of interdisciplinary learning within the content fields would be focusing on two different domains of science and including a learning outcome and standard for both domains.

FACTOR 4

1. Q – How long should Factor 4 be and what should it include?

A – The recommended length for Factor 4 is four pages. Factor 4 is a narrative which describes the current classroom learning environment and describes the planned classroom management and motivation during the teaching of the TWS lessons. Factor 4 is divided into two parts.

2. Q - What is included in the first part of the Factor 4 narrative?

A – The first part of the Factor 4 narrative would include a minimum of 5 paragraphs which answer Prompts A – E as listed in the middle of page 24 of the TWS Handbook. These paragraphs describe the current classroom learning environment. This portion of the narrative is scored using the checklist at the top of page 25 of the TWS Handbook.

3. Q – What is included in the second part of the Factor 4 narrative?

A - The second part of the Factor 4 narrative would include a minimum of 5 paragraphs which answer the Prompts F – J as listed on the bottom of page 24 of the TWS Handbook. These paragraphs describe how the candidate will manage, motivate and actively involve students during the TWS lessons. This portion of the narrative is scored using the rubric on page 25 of the TWS Handbook.

FACTOR 5

1. Q - Do the assessments required in Factor 5 assess the same outcomes we listed in Factors 2 and 3? Do the assessments need to match up with the standards and outcomes listed in Factors 2 and 3?

A – Yes. The assessments do need to match the standards and the learning outcomes. Since the learning outcomes are based on the standards, the assessments would match both.

2. Q –Is a narrative required for both Steps 4 and 5 in Factor Five?

A – No. In Step 4, the candidate is asked to analyze and reflect on the data they have gathered and then in Step 5, the candidate is to write about their findings. So, Step 4 describes the analysis process the candidate should go through, and then the articulation of the analysis is written in Step 5. In Step 4, the candidate reflects and analyzes and in Step 5, the candidate writes.

3. Q – Please clarify what is meant by ‘informal assessment data’ in Step 4.

A – Informal Assessment Data could include any data gathered through an informal process such as observations, anecdotal notes, checklists, etc. as opposed to the

formal data gathered through the pre-assessment tool. Candidates will consider what else they know about their students which could impact learning including elements listed in Factor 1.

FACTOR 6

1. Q – How long should Factor 6 be and what should it include?

A – The recommended length for Factor 6 is five pages. Factor 6 is a narrative in which candidates reflect on the success of their Teacher Work Sample and describe professional learning goals that emerged from the teaching of these lessons.

2. Q - What is included in the Factor 6 narrative?

A –The Factor 6 narrative would include a minimum of 7 paragraphs which answer Prompts A – G as listed on page 35 of the TWS Handbook. Please note that each section of the narrative is to be titled using the italicized headings provided on page 35. This narrative is scored using the rubric on pages 36 and 37 of the TWS Handbook. Please note that each line of the rubric (pages 36-37) is labeled with the corresponding procedure from page 35.