

UNIVERSITY OF NORTH ALABAMA TEACHER WORK SAMPLE (TWS)

Purpose(s) of the TWS:

- The TWS is used to evaluate the ability of pre-service teachers to design a challenging, performance-based task and integrate the task effectively into a coherent instructional unit that supports student learning
- Studies indicate that students who are challenged to complete high quality tasks are more likely to produce high quality work that demonstrates in-depth understanding of content. Pre-service teachers should use feedback from the TWS to improve the quality of the tasks they develop for use with students in future courses.
- This assessment intentionally incorporates some of the same areas evaluated by edTPA. Candidates should demonstrate growth in their ability to effectively design inquiry-based units and performance-based assessments.

Submission timeline: The task will be completed during the second placement (elementary) or after midterm (secondary). The internship supervisor, in collaboration with the cooperating teacher, will specify the exact deadline.

Scoring: The TWS is evaluated using two rubrics. The first rubric is used to evaluate the quality of the culminating activity task featured in the candidate's unit design using specific criteria. The second rubric evaluates principles of unit design emphasized in the program. The internship supervisor will base his/her scoring for the second rubric on several factors to include an observation of a lesson from the candidate's unit, review of the culminating activity task, and analysis of the candidate's TWS template responses. Final scoring involves combining the totals on the individual rubrics to form an overall score, which will fall along a continuum of 7-23. Candidates must earn a minimum score of 16 to successfully complete the TWS element of internship.

Procedures:

What to do:

- Consult applicable standards and identify the central focus of your unit
- Frame your unit around 1-2 essential questions (secondary) or big ideas (elementary)
- Prepare a culminating activity that requires students to demonstrate their understanding of the essential question(s) or core ideas established by learning targets
- Backwards plan 2-5 lessons that will prepare students to successfully complete the culminating activity. Be sure to design formative assessments that will allow you to gauge whether students are making adequate progress towards being able to complete the learning goals embedded in the culminating activity.

The culminating activity should:

- Be focused. The assessment should evaluate students' understanding or mastery of the unit essential question(s) or select big ideas (elementary).
- Be performance-based. Require students to produce discourse, a product, or a performance using knowledge gained from an inquiry-based unit.
- Be authentic. Require students to explore complex (for the specified grade), real-world issues and/or solve authentic problems.
- Strive to explicitly connect the assessment to a broader real world purpose (relevant)
- Engage students in work that is similar in format and/or complexity to work that is produced by adults (realistic)
- Create a task that students will find personally interesting and meaningful (engaging)

- Be rigorous.
- Ensure the task is standards-based
- Engage students in higher-order thinking using discipline (or course) specific methods of inquiry (i.e. thinking like a mathematician, scientist, etc.)
- Require elaborated communication of findings/conclusions using academic language

What to submit: Submit the culminating activity assessment, scoring rubric, lesson plans, and the TWS template (below). If the assessment is group oriented, the pre-service teacher must include a way to evaluate individual learning outcomes. This might involve a short individual assessment after the main group activity.

Part I.

Course Name/grade level:

Unit Topic:

Unit Focus (big ideas/concepts):

Unit Essential Question(s) or Learning Targets (elem.):

Standards:

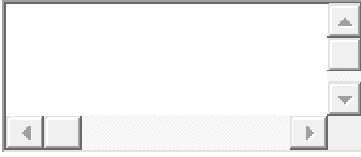
Implementation timeline:

Part II.

a. Briefly describe the culminating activity task for your unit.

b. What are the goals of this assessment for student learning?

c. Justify why these goals are meaningful and appropriate for your course.



Part III.

a. List the major activities and formative assessments in your unit.

Example (delete before submitting):

Lesson 1

Interactive Lecture on Shakespeare's life and accomplishments 5 question quiz on Shakespeare's major works

Lesson 2

.....etc.



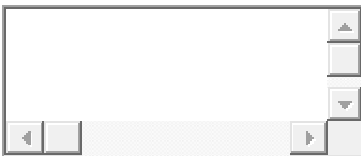
b. Explain how the lessons of your unit build on one another to help students develop key knowledge and skills. How are these connections communicated to students?



c. What challenges will learners encounter as they complete the culminating activity? What misconceptions might they bring to the task?



d. Provide a persuasive argument to justify your decision-making in planning this unit. **Specifically respond to the following:** How will the activities and formative assessments of your unit prepare students for the culminating activity? How did research inform your planning?



References:

McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student Understanding*. Alexandria, VA: ASCD.

Mitchell, K., Shkolnik, J., Song, M., VeKawa, K., Murphy, R., Garet, M., et al. (2005). *Rigor, relevance, and results: The quality of teacher assignments and student work in new and conventional high schools*. Seattle, WA: The Bill & Melinda Gates Foundation.

Newmann, F. M., Carmichael, D. L., & King, M. B. (2016). *Authentic intellectual work: Improving teaching for rigorous learning*. Thousand Oaks, CA: Corwin Press.

Wiggins, G. & McTighe, J. (2012). *The understanding by design guide to advanced concepts in creating and reviewing units*. Alexandria, VA: ASCD.

TWS – Impact on Student Learning Directions: As part of the Teacher Work Sample (TWS) assignment, you will need to collect and summarize data from a single target class that shows how your instruction impacts student learning. This will be accomplished through a KWL activity. Have your students submit to you (on paper or electronically) what they know about the main topic(s) associated with your TWS. In a separate paragraph, have your students add information about what they want to know. Review the student work for trends and use the “want to know” information to inform your instruction. After the culminating activity of your TWS is complete, have your students complete the “Learned” portion of the KWL and identify areas they want to investigate further. Complete the two questions below based on your review of the KWL submissions from your students. Submit this document as an attachment with your TWS. Notes: • You may need to have students consider related and/or broader topics if you believe the focus of your TWS is going to be completely new to the students. • The KWL information can also be collected through other means, especially if you are working with younger learners (i.e. a class brainstorming session).

1. Write a thorough summary of what your students seem to know about the topic prior to instruction. Cite specific comments from the “know” portion of the KWL to support your response.*



2. Write a thorough summary of what your students learned from your instruction. Cite specific comments from the “learned” portion of the KWL to support your response.

