**Teacher Work Samples (TWS)**

 TWS is a process that enables teacher candidates to demonstrate teaching performances directly related to planning, implementing, assessing student learning, and evaluating teaching and learning for a standards-based instructional unit. The TWS provides opportunity for candidates to develop, organize, implement, assess, and reflect upon instruction in their assigned subject and grade level. The focus of the TWS is on student achievement and competence in knowledge and skills. Therefore, teacher work samples are teaching exhibits that can provide credible evidence of a candidate’s ability to facilitate learning of all students. Teacher work samples are one source of performance relative to national and state teaching standards.

# Components of Teacher Work Samples

* Contextual Factors
* Objectives/Learning Outcomes
* Assessment Plan
* Design for Instruction
* Instructional Decision-Making
* Analysis of Student Learning
* Reflection and Self-Evaluation

**Practicum Experience**

 The Teacher Work Sample is based on the content unit of instruction during the practicum experience. In a partnership or individually, candidates will design a unit of instruction guided by the state core curriculum, content knowledge (major/minor), textbooks, and other sources and in cooperation with the collaborating teacher. The unit of instruction will contain: objectives/outcomes (curriculum alignment), pre-post testing, a variety of lesson plans with accommodations for diverse learners, appropriate technology usage, and an evaluation of the lessons as to whether the objectives were met by students in the grades 6-12 classroom. Candidates must teach at least 10+ days per student teacher. **Candidates will video their teaching at least 3 times and evaluate their progress.**

**Program Portfolio**

 The Interstate New Teacher Assessment and Support Consortium (InTASC) portfolio will be instructed during this level. This is a professional portfolio and there are 4 general areas containing 10 standards in which students select artifacts to demonstrate that they have met the standard. These portfolios are required for Level 2 Licensure.

One of the major activities and responsibilities teacher candidates will do systematically throughout the teacher education program is the creation and maintenance of a working portfolio. This portfolio will contain major products (e.g., papers/reports, journals, assignments, lesson, units) created and developed in each of the courses. Secondary candidates can include work from their content areas. As candidates look retrospectively in their portfolios, they should be able to see growth and maturation in their development as a professional teacher.

In each course, a candidate completes major requirements that could be used as artifacts in the portfolio. The portfolio is one set of evidence to demonstrate competence as a teacher. The candidate will formulate a presentation portfolio to provide as evidence of professionalism to potential employers. This portfolio will represent the breadth and depth of the candidate’s knowledge, skills and dispositions as a novice teacher. This portfolio must be organized by the Interstate New Teacher Assessment and Support Consortium (InTASC) standards.

**Checkouts for Professional Core Level for Secondary Candidates**

Professional Core Level candidates are involved with checkouts at the end of the level classes and practicum. The instructors conduct the checkouts for the purpose of determining the completeness of the Teacher Works Sample and any other individual requirements (see checkout sheet). The students complete both and an individual checkout and a TWS checkout as part of their group (or individual if you are your own group). All requirements are submitted at either due dates listed or at checkout.