

What is a Teacher Work Sample and what is its purpose?

The Oregon Teacher Work Sample Methodology (McConney and Schalock, 1996) and a teacher work sample model adopted by a group of ten Renaissance Partnership institutions funded by a Title II grant and directed by Roger Pankratz at Western Kentucky University provides a base for our unit's multiple work sample approach to linking candidate performance to student progress. The primary advantage of this methodology is that it requires you as a teacher candidate to consider what you want to teach, how you want to teach, what contextual factors may affect your teaching, and what insights you will gain in the process of planning, adapting, implementing and assessing instruction (McConney & Schalock, 1998) You must include a teacher work sample as part of the professional portfolio you will complete during your student teaching internship.

The Teacher Work Sample (TWS) Methodology emphasizes the alignment of achievement targets (outcomes), instruction, and assessment; provides for specific consideration of the context in which teaching and learning occur and requires the use of diverse instructional and assessment strategies. As such, the TWS serves as critical evidence of your performance relative to the the Unit's Core Standards for Beginning Teachers and provides a means of demonstrating a positive impact upon your students' learning.

When do I create my work samples?

As a teacher candidate, you are required to submit to review committees for evaluation a total of four teacher work samples spaced throughout your teacher preparation experience. This process begins with a limited introductory teacher work sample completed near the end of the EDUC 2020 course as a requirement for admission to the professional education program. As you complete subsequent teacher work sample assignments, you will receive inten-



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sive feedback and the mentoring necessary to assist you in acquiring the knowledge, skills and dispositions needed to successfully complete other, more rigorous samples.

You will complete a second teacher work sample during your junior year following the EDUC 3200 course which emphasizes educational psychology, instructional design, motivation and assessment. The third work sample is conducted during the EDUC 4520 Practicum course and is designed to help you hone the skills necessary to complete the final Teacher Work Sample which provides the focal point of your student teaching experience.

What's involved in creating a Teacher Work Sample ?

While the four work samples vary in complexity and expected levels of performance, all require you to complete nine steps demonstrating your planning and implementation of a teaching/learning sequence and to document the impact of that sequence upon student

learning. Steps included in the work sample methodology include:

1. Defining the sample of teaching and learning to be described,
2. Describing the context in which teaching and learning are to occur,
3. Identifying the learning outcomes to be accomplished within the work to be sampled,
4. Providing a rationale for the selection of achievement targets (learning outcomes) and learning activities,
5. Assessing the status of students prior to instruction with respect to the learning outcomes,
6. Aligning instruction and assessment through developing instructional and assessment plans with learning outcomes,
7. Implementing the instructional and assessment plans,
8. Assessing the learning of students and determining on a student-by-student basis, the progress in learning achieved, and
9. Summarizing, interpreting and reflecting on student growth in learning and assessing the implications for improving their own professional practice.

For each of the four teacher work samples, you must submit a written product which includes the following components: (1) contextual factors, (2) learning goals, (3) assessment plan, (4) design for instruction, (5) analysis of instructional decision making, (6) analysis of student learning, and (7) self-evaluation and reflection. You are required to present the work sample for review by the candidate assessment committee composed

of unit faculty, K-12 educators and peers. Scoring is on the basis of public rubrics included in the guidelines provided prior to undertaking the work sample.

How will my Teacher Work Sample be evaluated?

You will receive feedback on the completeness and quality of each of the components of the teacher work sample (see the *Teacher Work Sample Feedback Form* included with the guidelines for completing the teacher work sample). Your performance on the teacher work sample is also evaluated relative to the Unit's Core Standards for Beginning Teachers (see the Teacher Work Sample Scoring Rubric) Both the feedback form and scoring rubric are completed by the course instructor and cooperating teacher (i.e., the teacher in the classroom where the candidate is completing the practica or internship).

How is my teacher work sample used to assess unit effectiveness?

All completed teacher work samples are submitted to the College of Education Associate Dean's Office where a pupil growth index (Schalock, 1998) is calculated for each teacher work sample. The pupil growth index is a method to achieve comparability of results from various teacher-developed student assessments by calculating a ratio of "actual growth" from pre- to post- assessment to "potential growth" from pre- to post- assessment. Calculation of pupil growth indexes for all students represented in an individual teacher work sample and development of profiles of pupil growth indexes across multiple teacher work samples yields documentation connecting the performance of teacher candidates to K-12 student learning.

References:

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Further Information:

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Professional Education Unit

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SAMPLE

**a guide to the TWS methodology for faculty
and candidates**

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