This course supports the assessment for the MA, Science Education (5-12 Physics) Teacher Work Sample project. The course represents 6 competency units.

Introduction

The Teacher Work Sample (TWS) serves as the culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and deliver a 2-week-long (approximately 10 seat hours), original, standards-based curriculum unit in your subject matter area. Your unit of instruction will be taught to a single classroom. You will conduct pretesting, formative assessments, and a posttest. You are required to analyze the data gathered from the assessment and present conclusions concerning the effectiveness of the instructional unit. The TWS allows students to demonstrate the integration of the major degree competencies.

This course supports one performance assessment consisting of the TWS.

Competencies

This course provides guidance to help you demonstrate the following competencies:

- **Competency 657.1.1: Contextual Factors**
  The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.

- **Competency 657.1.2: Learning Environments**
  The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.

- **Competency 657.1.3: Planning for Instruction and Assessment**
  The graduate plans comprehensive learning segments of instruction and assessment that align with standards and the needs of students.

- **Competency 657.1.4: Instructing and Engaging Students**
  The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.

- **Competency 657.1.5: Developing Academic Language**
  The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.

- **Competency 657.1.6: Assessing Student Learning**
  The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

- **Competency 657.1.7: Reflection**
  The graduate evaluates teaching experiences including the planning and implementing of curriculum and instruction through ongoing reflection.

- **Competency 658.1.2: Ethical Responsibilities and Teaching Dispositions**
  The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.
• **Competency 658.1.5: Academic Language**
The graduate recommends strategies that support the development of academic language for all students.

• **Competency 658.1.6: Differentiated Instruction**
The graduate recommends various strategies to differentiate instruction to meet the diverse needs of individual students.

• **Competency 658.1.9: Professional Growth**
The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.

• **Competency 658.1.10: Reflection**
The graduate recommends improvements for instruction and professional practice through personal reflection.

• **Competency 981.1.1: Capstone**
The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Preparing for TWS Success**

All of the TWS tasks have been included in this course. It is important that you take the time to read through this course in its entirety, noting all of the necessary goals, objectives, assessments, data, teaching experiences, and student work samples that you will have to create and/or collect in order to complete this project.

*Note: TWS tasks are incremental and sequential. All tasks must be submitted in order, one at a time. Only after a task is evaluated and passed in Taskstream can the next task in the sequence be submitted.*

*Multiple tasks submitted at the same time or out of sequence will be returned to the student and may result in evaluation delays.*

**Course Mentor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support
system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

**Field Placement Requirements**

Prior to beginning any in-school activities for this course, you are required to complete your field experience application. The two-week unit is considered a practicum activity, which necessitates approval obtained through this application process.

Candidates enrolled in degree programs with the designation of (5-12), must design and deliver their instructional unit in a high school level classroom, grades 9-12, which is specific to their degree area (i.e. math, biology, chemistry, physics, or earth and space science). Those in degree programs with the designation of (5-9), must design and deliver their unit in a middle or junior high school setting, which is specific to their degree area (i.e. math or science).

Open your Degree Plan and click on the "Field Experience" button at the top to access your application. You will see your field experience requirements listed. Instructions are provided on the page, and you may also work with your student mentor if you have any questions related to your application process. All requirements must be completed so that you may be approved prior to beginning any in-school activities for this course or submitting any tasks.

**Teacher Work Sample (TWS)**

You will now begin to build your TWS by surveying the learning environment to discuss any important contextual factors that affect your teaching and the students' learning.

**Contextual Factors: Task 1**

Consider the contextual factors that make your classroom unique. You may have a multitude of community, district, and school factors that influence the teaching/learning process in your classroom. When you decide on a specific contextual factor, you need to clearly discuss the connection between this contextual factor and the teaching/learning process within your classroom.

- Choose one community-wide contextual factor and describe how it impacts teaching and learning.
- Choose one district-wide contextual factor and describe how it impacts teaching and learning.
- Choose one school-wide contextual factor and describe how it impacts teaching and learning.
- For support with describing contextual factors, refer to the Course Search section on the right hand side of the course or contact the course mentor.

Follow the instructions and submit Task 1 in TaskStream.
Goals, Objectives, and Assessments: Task 2

Establishing clear learning goals that are aligned to standards is fundamental to the assessment of whether or not learning has occurred. You will continue to build your 2-week unit plan by writing the learning goals and objectives that are aligned to state and national standards. Remember to have at least three learning goals (and usually no more than five) for your 2-week unit of study.

Lesson objectives are the specific and measurable requirements of exactly what is expected of students during the lesson. Include at least one objective for each goal. For additional information on how to write objectives which include conditions, behavior, and criterion, please refer to the website linked below.

- Setting Targets and Writing Objectives

Assessment Plan

Reflect back on what you have previously learned about assessment. The effective assessment plan contains different types of assessments. Such a plan allows you to monitor student learning and provides feedback on your teaching strategies.

For Task 2, you will explain all forms of assessment used in the unit. You also need to submit the student facing pre- and post-assessment instruments. If these are the same document, you only need to submit it once.

If you need help with starting this task, please view the following video which provides an example and explanation of the task requirements.

- Task 2 Instructional Video Recording

Follow the instructions and submit Task 2 in Taskstream.

Once your unit is complete, you will need to teach it to your class. Be sure to reflect upon what is happening on a daily basis during your unit. It is a good idea to take daily notes so that you have a record of what worked and what did not. Then you will be able to recommend changes to the unit based on the data you collect.

Lesson Plans and Instructional Strategies: Task 3

Lesson plans contain the specific information to accomplish learning goals and objectives. The lesson plans you create need to detail the instructional strategies you will employ. The lessons must incorporate instructional strategies which meet particular requirements. Read the task directions for a list of lesson plan requirements and be prepared to describe how your lessons meet these requirements.
It is critical that you align your curriculum to the standards. You need to demonstrate your ability to develop lesson plans that deliver effective instructions and incorporate assessments that would verify the effectiveness of those instructions.

The task requires specific items to be included in the lesson plans. Use the Lesson Plan Template attached to the task directions in the assessment. Be sure to include all required information.

Follow the instructions and submit Task 3 in Taskstream.

**Techniques, Reflection and Academic Language: Task 4**

After teaching the lessons, reflect on the instructional decisions you made and how these decisions affected these lessons and your students.

Follow the instructions and submit Task 4 in Taskstream.

**Data Analysis: Task 5**

How will you evaluate your performance in the delivery of your multi-week unit? Which learning goals were students most or least successful with? Your ability to reflect on unit successes is an important skill for educators and a component of the TWS and portfolio presentation.

For this task, you will reflect on your performance as a teacher and how you affected student learning.

Follow the instructions and submit Task 5 in Taskstream.

**Professional Portfolio: Task 6**

You have learned about becoming a reflective practitioner, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and building leadership and supervisory skills.

You have also developed a teacher work sample for submission as part of your professional portfolio. Below is a link to a sample of an electronic portfolio:

- [Electronic Portfolio Example #1](#)

Follow the instructions and submit Task 6 in Taskstream
Portfolio Presentation: Task 7

As a professional in the field, it is important to be able to discuss how the work you do addresses current practices in the teaching field. For this task you will prepare a multimedia presentation where you present an overview of your portfolio, explain your processes for developing it, and engage in reflection.

Follow the instructions and submit Task 7 in Taskstream.

Accessibility Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's Accessibility policy and process can be viewed in the student handbook at the following link:

Student Support

WGU values your input! Please submit any feedback you have using the following form:

Access the WGU Library 24 hours a day, 7 days a week:

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:
Contact the WGU Writing Center for help with any part of the writing or revision process: