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

Introduction

The Teacher Work Sample (TWS) serves as the culminating project in your degree program. It will be 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 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**
Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. Please view the [WGU Statement of Teaching Dispositions](#) document as you prepare for your upcoming practicum experience.

**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 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 Instructor Assistance**
As you prepare to demonstrate competency in this subject, remember that course instructors 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 instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors 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 instructors
act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors 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.

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 program 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 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 instructor.

Follow the instructions and submit Task 1.

**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 assessments. 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.

Follow the instructions and submit Task 2. 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.

**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. You need to provide specific examples of
teaching techniques that engage all students in the learning process, promote students' positive attitude towards mathematics, allow them to reflect on their own learning, and help develop proper academic language.

Follow the instructions and submit Task 4.

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.

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.

One of the final assessments to be completed is creating an online teaching portfolio. A portfolio is a collection of materials you select or create in order to summarize to your colleagues and potential employers your experiences, growth, and strengths as a teacher.

Create a professional portfolio by following the OneNote E-Portfolio Instructions

Include a concise philosophy of teaching essay (suggested length of no longer than 2 pages).

1. Discuss why teaching is important to you.
2. Describe your beliefs as a professional educator about teaching and learning.
   1. Explain how your beliefs about teaching and learning are supported by theory and/or research.
3. Describe the desired outcomes (e.g., problem solving, determination, standards) you want to foster in your students.
   1. Describe the teaching methods (i.e., instructional strategies) you feel are important to achieve your desired outcomes.
   2. Describe the assessment strategies you feel are important to evaluate your desired outcomes.
4. Describe characteristics of a positive relationship with students, families, and colleagues.
   1. Discuss how your decisions and actions impact this positive relationship with students, families, and colleagues.
Resume: Update your resume following these guidelines. Also, access the sample résumé provided for the format to be utilized as you create your updated resume. These sample professional profiles can assist you with wording you can use on your resume. Additionally, the WGU Career and Professional Development office is available to assist with your resume.

Create an individualized professional growth plan (suggested length of 1-3 pages) by doing the following:

1. Describe how you have developed as a teacher.
   1. Describe how professional development activities (e.g., research, community project, conference) specific to content and content pedagogy have contributed to your development.
   2. Describe a specific example of how collaborating with a colleague has improved your teaching.
   3. Describe a specific example of how utilizing resources (e.g., print, digital, virtual) from professional education organizations has improved your teaching.
2. Describe a specific goal for how you want to improve as a teacher.
   1. Discuss how you will accomplish the goal described in part D2.

Include four artifacts that you have created (e.g., lesson plans; assessments; projects you have completed for WGU, TWS, edTWS, or CalTWS material) that showcase your abilities in each of the following competencies:

- using and promoting academic language in the classroom
- differentiating instruction to meet the needs of students in the classroom
- incorporating technology into your instruction to enhance student learning
- applying engaging and effective instructional strategies

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:

Professional Portfolio Example

Follow the instructions and submit Task 6.