The Teacher Work Sample Capstone Project is comprised of two courses, FPT2, the written Teacher Work Sample and FRT2, the Teacher Work Sample oral defense. The capstone project represents 6 competency units. This is the course of study for FPT2.

Introduction

The Teacher Work Sample (TWS) Capstone serves as the final, culminating project in your degree program. It is a formal, scholarly piece of work. You will 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 composed of special education (IEP) students. The unit may be delivered in an inclusion classroom. You will conduct pretesting, formative assessments, and a posttest. You will be 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. The capstone project is a major activity and should display your finest work.

Overview

The Teacher Work Sample (TWS) and oral defense (course FRT2) combined are your Capstone experiences for the Master of Science in Special Education degree. In addition, you must complete 240 practicum hours and be observed six separate times plus a final evaluation to complete and pass the FRT2 course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| FPT2 | There are 7 performance assessment tasks for the Teacher Work Sample. There is a separate section called "General Instructions: Submit Form" where you will upload a scanned copy of your MSSP Activity Log. For each task in FPT2, you will choose to focus either on your Elementary or your Middle/Secondary Special Education Placement.  

Please note: These tasks are a part of one unit of instruction taught in the same classroom setting over multiple days. Read through each task before beginning. |

- Contextual Factors
- Learning Goals and Performance Objectives
- Assessment Plan
- 5 Lesson Plans
MSSP Activity Log
You will submit a copy of your MSSP activity log documenting the 240-hour practicum in the "General Instructions: Submit Form" section in Taskstream for FPT2. The Teacher & Principal Success Team will "pass" the "Activity Log: MSSP Practicum" after receiving the six Observations and a Final Evaluation from your Clinical Supervisor. Your Clinical Supervisor will submit the observations and final evaluations directly to WGU and you should receive automated copies of the forms. If you do not receive copies of your observations or final evaluation, please contact your Clinical Supervisor to ensure that the forms were submitted. You may also contact teachersuccess@wgu.edu for additional questions or concerns.

12 process and instruction focused performance assessment tasks

- These video and CD activities will not require the use of a classroom.
- Collaboration to support student success
- Assessment in special education
- Universal Design for Learning
- Instructional Management for the Special Education classroom
- Instructional Planning for students with Special Needs
- Adapting an assessment plan for students with special needs
- Principals of Effective Lesson Plan Design
- Supporting Students with Autism in an Inclusive Classroom
- Personal Needs Training for Students with Special Needs
FPT2 - MS SPED Teacher Work Sample Written Project/Practicum I
Course of Study

- Providing Transitions support in a Special Education Environment
- Behavior Management
- Promoting Self-Management within an inclusive Instructional Setting

## Competencies

A list of each competency addressed in the FPT2 Course of Study may be found here:

- [FPT2 Competencies](#)

## WGU Statement of Teaching Dispositions

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.

## TWS Requirements

The TWS is not intended to prepare you solely for the school in which you are currently employed. If classroom conditions or other circumstances preclude the use of certain aspects of the TWS tasks, the requirements must nonetheless be completed as written.

Practiced educators may find some of the TWS requirements inconsistent with their current teaching methodology. WGU employs a competency-based assessment model. All of the candidates that complete the TWS are evaluated against the same set of competency requirements. These requirements have their roots in the Renaissance Partnership TWS model. In order to pass the TWS tasks, you must demonstrate that you can competently complete each component listed in the task directions and the evaluation rubric. Please consider a potential implementation for each task requirement and include them in your task submissions.

## Professional Portfolio

The TWS also forms a large part of your professional portfolio. The portfolio is an electronic collection of elements including:

- a copy of your résumé
- statement of teaching philosophy
- letter of recommendation
- other related material

It is hoped that this will prove to be a valuable resource to you as you represent your teaching knowledge, skills, and dispositions to others.

The TWS Capstone contains very specific elements. Therefore, it is important that you have a
thorough overview of all the components prior to starting on any of them. If after reading this study plan you have questions, please contact the course instructor (Capstone Facilitator).

Placement Information

Prior to beginning any in-school activities for this course, go your degree plan and click on the button “Field Experience.” This will take you to the field experience portal. You will complete all the tasks required for your practicum application in the field experience portal. When your application is complete you will receive a completion email from fieldplacement@wgu.edu

Exception Process for TWS

In extremely rare cases, when students find it impossible to undertake the capstone work as directed in their course, and in consultation with their Course Instructor and Program Mentor, they may make an appeal for the Capstone Exception to meet the Capstone and state licensure requirements.

Getting Started

All of the TWS Capstone tasks have been included in this study plan. This way, you may begin working on this project prior to actually locking the assessment into your current term via an AAV call with your mentor. However, please note that you will NOT be able to upload the tasks to Taskstream for grading or feedback until this assessment is actually locked into your term. Therefore, it is important that you take the time to read through this study plan 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.

Resources for the TWS

Review the following document and web links to help you understand the big picture of the TWS:

- The Renaissance Teacher Work Sample Consortium
- Electronic Portfolio Example #2

The requirements for the TWS are listed in the assessment in Taskstream.

Begin thinking about the timing of your unit. You will need to create the detailed contextual factors, learning objectives, goals, lesson plans, assessment plans, and so forth prior to embarking on the delivery of the unit itself. Since you are likely in a classroom now and
engaged in teaching a state-mandated curriculum, you need to select a topic that is far enough away in the curriculum (time-wise) to allow for this.

TWS Timeline/Pacing

TWS capstones are designed to be completed within the six-month term, but are often challenging enough that you (and your mentors) should anticipate the project and its defense taking between three and five months. If you are currently a practicing educator but cannot conduct capstone research because part of the capstone term crosses over school break periods (e.g., Christmas or summer). You can still be productive in developing assessment plans, writing lesson plans, and reviewing TWS data gathering requirements during these breaks.

You are advised against starting your capstone without at least three months to complete this large project undertaking. If you have less than two months left in your term before capstone, your mentor can arrange for a capstone facilitator to be assigned to work with you in an advisory capacity, prior to your enrollment in the TWS coursework at the start of your next term. However, you may not submit tasks for the evaluator to assess. Please refer to the TWS Flow Chart sequencing and alignment of the various TWS tasks. Remember, after completing your TWS, to submit the portfolio (Task 7). The pacing guide depicts a typical timeline for TWS projects. Please contact your TWS course instructor (capstone facilitator) for detailed information on TWS requirements and pacing.

Lock in Your Course and Assessments

Once you are ready to start or are actively working on the assessments, lock in your progress. This way, if WGU makes changes to the assessment, you will not be adversely affected. You only need to complete this step once.

Mark this Activity Complete to Lock in Your Course and Assessments

Click the check mark above or below if you are actively engaged in this course.

Preparing for Success

To successfully complete FPT2, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Required Learning Resource


Note: This is a CD that is also used in PX7X, so you may already have this resource.

Preparing for Your Practicum
In order to be able to complete your six in-class supervised teaching experiences, you must submit your field application. Keep in mind that you will not be officially cleared to complete any in-school activities until you have done the following:

1. passed all four required Special Education examinations listed on your Student Degree Plan,
2. provided proof of current liability insurance,
3. provided proof of current background clearance check,
4. provided a signed FERPA form, and
5. received approval from the school district in which you plan to complete the in-school experiences.

**Liability Insurance**

WGU assumes no financial responsibility or liability for its Teacher Candidates completing their Practicum. Candidates who are not employed as a teacher of record in the school district in which they plan to complete their practicum are required to provide proof of insurance including liability protection prior to initiation of the in-class portion of their Practicum. For information about liability insurance please view the document at this link.

**Background Clearance Check**

Because some of the activities in the practicum will take place in actual classrooms, candidates are required to have a background clearance check on file with the WGU Field Experience office. If you are currently teaching, your district will have this document and a copy can be uploaded to your field application electronically.

**Practicum Activities**

Part of your 240-hour practicum are twelve RFPT tasks shown in the table below. Click on each task title link in order to reveal specific directions and corresponding evaluation rubric. A trained Facilitator will assess your work according to a rubric. For course instructor support for RFPT tasks write to sped@wgu.edu. The completion of a task review may take up to one week, but other tasks may be submitted while you wait for the return of a previous task.

<table>
<thead>
<tr>
<th>Task #</th>
<th>Task Title</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collaboration to Support Student Success</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment in Special Education</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Universal Design for Learning</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Instructional Management for the Special Education Classroom</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Instructional Planning for Students with Special Needs</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Principles of Effective Lesson Plan Design</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Adapting an Assessment Plan</td>
<td></td>
</tr>
</tbody>
</table>
### Course Instructor Assistance with Practicum Activities

Course instructors are available to help you. Request their help as needed when preparing for assessments.

Course instructors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Open the link below to see the Practicum Support:

- [Teacher Work Sample Written Capstone for Special Education](#)

### Other Required Practicum Activities

In addition to the tasks above, there will be other activities that you must complete in order to fulfill the 240-hour requirement. You should print the [MSSP Activity Log](#) as documentation for completion of this requirement. The completed Log should be uploaded as part of your professional portfolio in Taskstream under the "Submit Forms" task in FPT2.

### The Model Capstone Archive

Western Governors University has established the Capstone Archive for students to examine capstone projects to aid them in preparation of this culminating degree task. WGU has taken great care to ensure that safeguards are in place to secure the academic authenticity and prohibit the exposure of sensitive information within these examples, and you must adhere to WGU’s code of conduct to not copy others’ work. These two Archives will be of most value to you in developing your capstone: the Model Capstone Archive and the Capstone Excellence Archive.

The [Model Capstone Archive](#) contains a few solid examples of student work in each of the current capstone models upon which students can pattern their work. Besides final documents, it often contains preliminary exhibits such as project plans, proposals, permission forms,
contextual material, and so forth.

The [Capstone Excellence Archive](#) contains a growing number of capstones from each College that were selected as exemplars of excellence in various degree areas because they represent top work in their expression of ingenuity, exhibition of mastery, or creation of exceptional value to others. These exemplars only contain final documents, mainly of current capstone models. If you would like to have your capstone selected for this award please speak with your Capstone Course Instructor.

**Defending Your Portfolio (FRT2)**

Your oral defense will consist of delivering a formal presentation and answering questions about your TWS experience to your Capstone Facilitator. This typically takes place through a combination of teleconferencing and web conferencing. The defense will occur after your written TWS has been submitted and passed. In some programs the oral defense is a separate course. Your capstone facilitator will discuss these procedures with you.

Once you have successfully completed the written requirements for the Teacher Work Sample (TWS), your Capstone Facilitator will contact you to discuss the requirements for the portfolio defense. For an idea of what to expect, read through the following activities prior to that phone call.