This course supports the assessments for IDT2. The course represents 3 competency units.

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 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 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.

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.

End of Project

At the end of the project, you will defend it by presenting your results to your assigned capstone facilitator during an oral defense.
The oral defense will include the following discussion points related to the delivery of your instructional unit:

- the rationale for your instructional unit design
- the types of assessments you developed and their effectiveness
- a summary analysis of the data you gathered from the pretest and posttest
- conclusion related to the effectiveness of the instructional unit
- instructional strategies that you employed
- the insights you gained during the process

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, you are required to complete the TWS Placement Application and have your application approved. The TWS is considered a practicum activity. Many states have specific placement requirements for practicum completion. Candidates enrolled in degree programs with the designation of (5–12), must design and deliver their TWS instructional unit to 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 do likewise in a middle or junior high school setting, which is specific to their degree area (i.e. math or science).

**Exception Process**

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 Task Stream 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
- "Teacher Work Sample Capstone Support Site"
- 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 evaluator 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” for sequencing and alignment of the various TWS tasks. 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. For more information about Teacher Work Samples tasks refer to the following link:

- Teacher College Work Sample

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.
Time Challenges

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

We advise against students starting Capstones without at least three months to complete this large project undertaking, though it has and can be done. If a student has less than two months left in their term before Capstone, it is possible for the mentor to arrange for a Capstone Evaluator to be assigned to work with the student in an advisory capacity, prior to student enrollment in the TWS coursework. However, the student may not submit tasks for the Evaluator to assess. Please refer to the TWS flow chart for sequencing and alignment of the various TWS tasks. 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.

Getting Ready for the 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

The first things to consider are the contextual factors that make your classroom unique (e.g., What environmental factors influence the teaching and learning of your unit?). These include, but are not limited to, community, district, school, classroom, and student factors.

You will also need to provide demographic data for your school.

TWS Task 1

The actual task prompt you will submit for grading via TaskStream can be found below.

TWS Task 1

Given:

Contextual factors include community, school, and classroom factors; characteristics of students; students’ varied approaches to learning; and students’ skills and prior learning. It is
important for classroom teachers to realize how contextual factors will affect their instructional planning and assessment.

Instructions:

A. Write an essay (suggested length of 5–7 pages) in which you describe the contextual factors in your classroom and discuss how these factors affect the teaching–learning process. In your essay:
   1. Describe two environmental contextual factors for each of the following areas:
      a. Community
      b. District
      c. School

      Note: Environmental factors may include geographic location, community and school population, socioeconomics, race and ethnicity, stability of community, and community support for education.

   2. Describe each of the following four classroom contextual factors:
      • Physical features
      • Availability of technology equipment and resources
      • Extent of parental involvement
      • One other classroom contextual factor

      Note: Other classroom factors can include grade level, classroom subjects, classroom rules and routines, grouping patterns, and classroom arrangement.

   3. Explain how four student contextual factors impact the design of instruction and assessment of learning.

      Note: Student factors can include age, gender, race and ethnicity, special needs, achievement and developmental levels, culture, language, interests, learning styles and modalities, and skill levels.

   4. Discuss student skills and prior learning that may influence your development of each of the following three components: learning goals, instruction, and assessment.

B. Submit a completed “School Demographics Survey”, seen below.

**School Demographics Survey**

Add the following data in percentage format:

<table>
<thead>
<tr>
<th>School Ethnic Makeup: (as a %)</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Asian</th>
</tr>
</thead>
</table>
Standards, Goals, and Objectives
State standards, learning goals, and lesson objectives are key components of the TWS and portfolio. Which standards will be part of your multi-week unit? Consider what learning goals and lesson objectives will guide your instruction.

You will continue to build your TWS by writing the learning goals and lesson objectives that are aligned to state and/or district standards. Remember to have at least three learning goals (and usually no more than five) for your 2-week unit of study.
Goals and Objectives: Resources

Take a moment to review the information found at the website below in order to refresh your memory about some good practices regarding assessment.

- Setting Targets and Writing Objectives

After visiting the web link above, you should be able to begin writing your learning goals and lesson objectives for your TWS.

TWS Task 2

The actual task prompt you will submit for grading via TaskStream can be found below.

TWS Task 2

Given:
Goals and their accompanying objectives provide a clear focus for both instruction and assessment. Goals should be significant, reflecting the “big ideas” or structure of the discipline, as well as challenging, varied, and appropriate. In contrast, objectives are specific behaviors that students must demonstrate to indicate that learning has occurred.

Instructions:
Write an essay (suggested length of 2–3 pages) in which you do the following:

A. Provide at least three learning goals with appropriate objectives for your 2-week unit of instruction based on your state and/or district content standards that will guide the delivery and assessment of the unit. Be sure to cite these standards.

   Note: These goals and objectives should define what you expect students to know and be able to do by the end of the unit. See the Web link “Writing Objectives” below.

B. Discuss how the learning goals and objectives you provided are aligned to your unit of instruction.

Web Link
Writing Objectives

Assessment Plan

Reflect back on what you have previously learned about assessment.

- What is an assessment plan?
- How does assessment evaluate learning? How does it inform your practice?
- What types of assessments (formative, summative) will be part of your plan?

A plan for assessment is an essential part of all lesson planning.
Assessment Readings

Take a moment to review the information found at the "Nine Principles of Good Practice for Assessing Student Learning" web link below in order to refresh your memory about some good practices regarding assessment.

- Nine Principles of Good Practice for Assessing Student Learning

After visiting the link, reflect on the nine principles covered in the article and consider how these may or may not influence the assessment development for your 2-week, standards-based unit.

Aligning Assessment to Goals and Objectives

How does your assessment plan align with your goals and objectives? What assessment plan adaptations are necessary to accommodate students of diverse backgrounds or special needs?

Your assessment plan for your multi-week unit is a component of the TWS and portfolio.

You will continue to build your TWS by writing your plan for assessment before, during, and after the unit. Remember, your assessment plan must reflect the same goals and objectives developed in the prior task.

Note that it is a good idea to assess your students prior to implementing your unit so as to establish a baseline against which you will later be able to measure their academic progress. This is an often overlooked aspect of assessment—do not forget to do this!

TWS Task 3

The actual task prompt you will submit for grading via TaskStream can be found below.

TWS Task 3

Instructions:

Note: This task may require you to submit data about students in your class. Privacy laws require that you remove any identifying information (e.g., name, school student ID numbers, addresses, pictures) from any submissions to WGU. If you use fictitious names, you must note this in your documentation.

A. Design an original assessment plan to monitor student progress toward defined learning goal(s) for a 2-week, standards-based instructional unit. The assessment plan should include pre-, formative, and post-assessment instruments; scoring rubrics/keys; and an assessment plan table. (See the attached “Assessment Plan Table” for an example.)

B. Write an essay (suggested length of 4–6 pages) based on your assessment plan from part A in which you do the following:

1. Provide an overview of your assessment plan.
   a. Submit generic copies of your pre- and post-assessment instruments.
   b. Discuss how your assessment plan uses multiple assessment
approaches and forms (*aligned to the learning goals you defined in part A*) to measure student learning before, during, and after instruction.

c. Explain how your assessments authentically and appropriately measure student learning.

2. Describe adaptations you made to your assessments for individual or diverse needs of students based on pre-assessment and contextual factors.

3. Explain how you aligned learning goals, objectives, and assessments that you used in designing your assessment plan.

4. Explain how you will analyze or score pre- and post-assessments, including the criteria you will use to determine if each student’s performance meets your defined learning goals.

5. Discuss formative assessments that will help you determine student progress during the 2-week, standards-based instructional unit by doing the following:
   a. Describe at least **two** formative assessments that you will use to measure student progress.
   b. Discuss the importance of collecting supporting evidence.

*Note: Know Want Learned (KWL) charts cannot work as the sole pre-assessment, because it is necessary to track individual students both pre- and post-assessment. Group assessments like KWL can be helpful, but not for this particular analysis.*

C. Provide a copy of the record keeping system you will use to do the following:
   1. Locate students who are having difficulty with particular skill areas.
   2. Provide the documentation system or discuss how you would document student progress in accomplishing state and district achievement standards.

### Assessment Plan Table

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
</table>
| Learning Goal 1: Example: Students will be able to solve a quadratic equation by completing the square. | ● Pre-Assessment  
● Formative Assessment  
● Post-Assessment | ● Several quadratic equation problems of varying difficulty  
● Classroom observations  
● Homework assignments  
● Quiz | ● Repeat and modify instructions, as needed  
● Work sample problems  
● Model performance  
● Allow students to work in groups  
● Provide verbal cues and plenty of wait time |

### Lesson Plans
Lesson plans contain the specific information to accomplish learning goals and lesson objectives. The lesson plans you create need to detail the instructional strategies you will employ. At least one must include the appropriate use of technology.

It is critical that you align your curriculum to the standards.

- Can you demonstrate just how you are able to do this?
- How do you develop a lesson plan that delivers effective instruction? How will you know?
- What will you do if you find that students have not learned as much as you had hoped?

**TWS Task 4**

The actual task prompt you will submit for grading via TaskStream can be found below.

*Note: While the task asks for you to create only five original lesson plans, you need to create as many lesson plans as necessary to sufficiently cover the content of a unit that is at least 2 weeks in length.*

**TWS Task 4**

**Given:**
In this task you will create the original lesson plans you will use to teach your 2-week, standards-based instructional unit. Be sure to fill out all fields of the lesson plan format for each lesson plan. Include all necessary resources and assessments for each lesson plan.

**Instructions:**

A. Create at least five original lesson plans for your 2-week, standards-based instructional unit.
   1. Your lesson plans must use a variety of instructional strategies (e.g., graphic organizers, memory strategies, questioning strategies) that would help students comprehend a particular content area.
   2. At least one lesson plan must appropriately integrate one of the following teacher-led activities: singing, role play, oral presentation, choral reading, or dramatization.
   3. At least one lesson plan must integrate technology (e.g., audio-visual, overhead, computers, calculators, adaptive) into the instructional presentation.

**Learning Goals and Lesson Objectives**

Recall what you have already learned about curriculum development, alignment, and lesson planning. Why is it important to align curriculum with state standards and have clear goals and objectives for instruction?

Establishing clear learning goals that are aligned to state standards is fundamental to the
assessment of whether or not learning has occurred. Lesson objectives are the specific and measurable requirements of exactly what is expected of students during the lesson. You should continue to refine your unit as you begin planning instruction in your classroom.

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.

Note: Any subsequent tasks after this point should be attempted only after you have delivered and passed your multi-week unit.

**Data Collection and Display**

You will continue to build your TWS by collecting and analyzing student data.

Be sure to strip all data of any potential identifying information. Recall that in order to remain in compliance with the Family Educational Rights and Privacy Act (FERPA), you must respect and keep private the identity of your students.

**TWS Task 5**

The actual task prompt you will submit for grading via TaskStream can be found below.

You will be using graphic representations to help analyze your gathered data.

Click [here](#) to watch a 5 minute video to see an example of this analysis.

Click [here](#) for the help document referenced in video. This document shows sample data as an example. You will be completing a similar analysis with your own data.

**TWS Task 5**

**Given:**

*Note: This task requires you to submit data about students in your class. Privacy laws require that you remove any identifying information (e.g., name, school student ID numbers, addresses, pictures) from any submissions to WGU. If you use fictitious names, you must note this in your documentation.*

In this task, you will analyze data gathered from the pre-, formative, and post-assessments from your 2-week, standards-based instructional unit to determine student progress toward the defined learning goals and criterion identified in your assessment plan.

**Instructions:**
A. Use graphic representations and student work examples to communicate performance results for the following:

1. Entire class
   a. Create a graphic representation (e.g., table, graph, or chart) with pre- and post-assessment data for every student that summarizes the progress of your entire class for the defined learning goals.

2. Subgroups
   a. Create a graphic representation that compares subgroups (e.g., girls vs. boys, high vs. middle vs. low performers) for the defined learning goals from pre- and post-assessment results.

3. Selected individuals
   a. Provide examples of student work from the pre- and post-assessments for two students who demonstrate different levels of performance. (You will provide a total of four student work examples.)

B. Write an essay (suggested length of 4–6 pages, exclusive of graphic representations and student work examples) in which you analyze your assessment data to determine student progress toward the defined learning goals as follows:

1. Entire class
   a. Analyze what the graphic representation in part A1a indicates about class progress in student learning based on pre- and post-assessment data (i.e., the number of students meeting the criterion).

2. Subgroups
   a. Analyze a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency) in terms of one learning goal.
   b. Justify your selection of this group characteristic.
   c. Analyze what the data from the graphic representation in part A2a indicate about student learning.

3. Selected individuals
   a. Discuss the two students selected in part A3a who demonstrate different levels of performance.
   b. Explain why it is important to understand the learning proficiencies of the selected students.
   c. Discuss conclusions reached about the extent to which these students attained two learning goals.

Data Analysis
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.

You will complete this final task of the TWS by reflecting on your performance as a teacher and how you affected student learning.

TWS Task 6
The actual task prompt you will submit for grading via TaskStream can be found below.

**TWS Task 6**

**Instructions:**

A. Write an essay *(suggested length of 2 pages)* in which you reflect upon your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth by doing the following:

   1. Identify the learning goal with which your students were most successful.
      
         A. Discuss at least two plausible reasons for this success, addressing your goals, instruction, and assessment.

   2. Identify the learning goal with which your students were least successful.
      
         a. Discuss at least two plausible reasons for this lack of success, addressing your goals, instruction, and assessment.

         b. Explain what you would do differently or would improve to enhance student performance in the future.

B. **Elementary:** Provide an outline of your daily schedule during the Teacher Work Sample unit. Discuss how you maximized instructional time if you are in a K–8 certification program.

   **Secondary:** Provide an outline of your daily schedule for one of your classes. Discuss how you maximized instructional time if you are pursuing secondary certification.

C. Write an essay *(suggested length of 2 pages)* in which you:

   1. Describe a situation in which you adjusted the length of time of an instructional activity to more closely match student skill levels and attention spans.

**Professional Portfolio**

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, considering leadership and supervisory skills.

You have developed a teacher work sample for submission as part of your professional portfolio. Below are links to samples of electronic portfolios:

- Sample Electronic Portfolio #1
- Sample Electronic Portfolio #2

**Performance Task Instructions**

For your convenience, the instructions for each performance task related to this course are available (as screenshots) via the following link:

- Taskstream Portfolio Instructions

The instructions may change slightly from time to time. Please log in to TaskStream for the most
up-to-date instructions, evaluation rubrics, and other related material.

*Note: You will not have access to these tasks in TaskStream until you request them through your AAP and your mentor approves your request.*

### Alumni Community and Placement Files

Upon graduation, you will be invited to join the WGU Alumni Community free of charge. There are many professional services and great information about graduation and job searching strategies that you may find useful.

You may also want to consider moving your professional portfolio that you built in TaskStream to a permanent placement file. Many districts require an electronic placement file to apply for a teaching position.

- [WGU Education Placement Service](#)

### The 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.

### Oral Defense

After you have passed this assessment, you should begin thinking about and preparing for your oral defense. The oral defense will provide you with the opportunity to present your project and results and to answer questions regarding various aspects of the experience.

Please see the “[Graduate Program Oral Defense Procedures](#)” for further information about the defense.
ADA Requirements
Please review the University ADA policy.