



Teacher Work Sample Template

Name	GID
Evaluator Name	Content Area
School District/Building	Grade/Placement
<input type="checkbox"/> Junior Field <input type="checkbox"/> Graduate Practicum	<input type="checkbox"/> Student Teaching

See Teacher Work Sample Guide for background information and instructions on how to complete each element.

SECTION ONE: PREPARATION & PLANNING (Domains 1 & 2)

1.1 - Preparation through Collaboration (1a) (guide p. 3)

Summary: (write here)

1.2 – Creating the Continual Growth Plan (4e) (guide p. 3)

Summary: (write here)

1.3 - Preparation through Knowledge of Students (1b) (guide p. 3)

Table 1: Chart of Accommodations, Modifications, and IEP/IFSP Goals

If no students have IEPs, 504 plans, or IFSPs, write that in this space and delete the chart.

Student (Coded; IEP, IFSP, or 504)	Required Accommodations	Required Modifications	Relevant IEP or IFSP Goals	Comments/Notes
Student A <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> IFSP	Extended Time, Large Print, Reduced Distractions	Alternative version of state- required tests.	By the end of the school year, Student A will read grade-level text orally with accuracy, appropriate rate, and expression at 90 words per minute with 90% accuracy, as measured by teacher records on three consecutive occasions.	Student A is working on social skills, so careful consideration will be taken when selecting partner- students for group work.

Student ID <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> IFSP				
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1.4 - Unit Planning (see unit plan template for Danielson alignment) (guide p. 4)

Pre-Assessment Results

Unit Instructional Outcomes:

Student (coded)	Pre-Assessment Results
Student A	15%
Student B	10%
Continue for all students	

Insert unit plan here or upload the file.

1.5 – Receptivity to Feedback on Unit Planning (4e) (guide p. 4)

Table 2: Feedback Chart on Unit Planning

Include all feedback—cooperating teacher, university supervisor, and/or class instructor

Feedback Received	How Feedback Is Implemented

1.6 – Lesson Planning (see lesson plan template for Danielson alignment) (guide p. 4)

Insert ALL lesson plans here or upload the files.

1.7 - Receptivity to Feedback on Lesson Planning (4e) (guide p. 4)

Table 3: Feedback Chart on Lesson Planning

Include all feedback—cooperating teacher, university supervisor, and/or class instructor

Feedback Received	How Feedback Is Implemented

SECTION TWO: USING ASSESSMENT (Domains 1, 3, & 4)

2.1 Using Formative Assessment to Monitor Learner Progress (1f, 3d, 3e) (guide pp. 5-6)

Table 4: Analysis of Formative Assessments (example text)

Lesson #	Content Standards (1a)	Instructional Outcomes for the Individual Lessons (1c)	Formative Assessment Description (1f)	Assessment Tools and Pre-determined Level for Student Proficiency (1f; 3d)	Numbers of Students Who Did and Did Not Achieve Proficiency (3d)	Think like a teacher; what do these formative assessment results tell you? (3d; 4a)	What changes did you make to the next lesson based on what you learned? (Copy directly from the changes you indicated in your lesson plans; use (3e; 4a)
L1		Students will learn that <i>numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.</i>	<i>Students will solve a set of three addition problems using manipulatives. I will observe student proficiency at Station #3</i>	<i>Station #3 rubric Appendix A, p. 19</i> <i>Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.</i>	<i>20 students</i> <i>20: proficient</i>	<i>All students were proficient using manipulatives, so they seem to have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.</i>	<i>All math stations will include solving math problems with pictures. To scaffold students who might not make this transition without help, I will provide manipulatives at Station #1 that correspond to the worksheet pictures (fish). I will be at this table supporting students to solve the worksheet</i>

							<i>problems by using the manipulatives.</i>
L2							
L3							

2.2 Recording Summative Assessment Data (1f, 3d) (guide p. 8)

Table 5: Summative Assessments Alignment

Unit Standards	Unit Instructional Outcomes	Summative Assessment Description	Proficiency Criteria Description

Table 6: Individual Student Achievement Data (example text)

Student (coded)	Pre-Assessment Results	Summative Assessment Results	Proficiency? (Yes/No)
Student A	15%	75%	No
Student B	10%	98%	Yes
Continue for all students			

2.3 Reflecting on Assessment Data (3d, 3e, 4a) (guide p. 8)

Analysis: (write here)

SECTION THREE: PROFESSIONAL RESPONSIBILITIES (Domain 4)

3.1: Reflecting on Instruction (4a) (guide p. 9)

Reflection should focus on instruction during the TWS teaching/learning experiences.

Reflection: (write here)

3.2: Finalizing the Continual Growth Plan (4e) (guide p. 9)

Continue Growth Plan: (write here)