

Metropolitan State University of Denver
Teacher Work Sample (TWS)

TWS Part B: Preplanned Unit of Study with Assessments

For Part B of your TWS, you are demonstrating your ability to plan a series of lessons that cohesively build standards-based student knowledge as well as your ability to plan informal formative and summative assessments, including pre and post assessments, which demonstrate effective assessment practices for your disciplinary area, as approved by your cooperating teacher and university supervisor. You design this TWS unit of study in ways that best demonstrate your professional knowledge as appropriate to your educational context and your area of licensure. In agreement with your university supervisor and cooperating teacher, you are designing 4-8 lessons that build significant student learning around common educational goals; i.e., a unit of study. Please note that the range of 4-8 lessons is meant to allow for the various experiences of student teachers placed from early childhood to twelfth grade, for whom “lesson” carries differing developmental and structural boundaries, including but not limited to time frames of instruction. The intent across any licensure area is for all student teachers to develop a unit that reflects a similar level of professional knowledge and rigor. How this professional knowledge is distributed across the lessons is shaped by your licensure and instructional context. Part B has two major sections: Unit Overview and Lesson Plans.

Unit Overview: Provide a narrative in which you offer a vision and rationale for how your 4-8 lessons represent a cohesive, well-planned instructional unit. Explain how these lessons build to a final outcome and how they demonstrate effective instructional practices. Articulate how your self-designed assessments and other assessment techniques allow you to evaluate your students’ learning in meaningful ways throughout the process. Include your pre-designed assessment tools. In addition, provide information on the overall context of this unit: how this unit of study builds upon previous instruction and the ways in which this builds towards long-term student learnings upon completion of the unit. Throughout this overview, integrate references to key instructional and assessment principles and practices for demonstrating how you are applying specific professional knowledge learned in your licensure program. Include any cited sources in your TWS bibliography.

Lessons Plans: Prior to the teaching of your unit, you will include a lesson plan, approved by both your cooperating teacher and the university supervisor, for each of the 4-8 lessons in the unit. Utilize a consistent lesson plan template that is mutually agreed upon by you, your cooperating teacher, and your university supervisor. At the minimum, your lesson plan must include the following categories:

- 1) objectives,
- 2) standards,
- 3) differentiation/modifications,
- 4) steps of the lesson, and

5) assessment (informal and/or formal, as appropriate for your licensure area).

Allowing some flexibility in formats allows student teachers to demonstrate their professional knowledge within specialized planning formats such as co-teaching planning formats utilized by special educators, within district planning templates for methods such as guided reading, or for certain instructional roles such as in the CLD endorsement. If a detailed district or school lesson template is regularly utilized by the teachers within your school, this flexibility allows you to plan with the same instructional tools utilized by your cooperating teacher. However, your lesson plans must meet the MSU Denver requirements that allow you to be evaluated for detailed planning that demonstrates your professional thinking in the 5 categories listed above. If your district or school lesson plans do not include these categories or they are not developed to the degree that is necessary for your evaluation, then your university supervisor will request adjustments in your lesson plans.