

## Teaching Work Sample Disaggregated Data

### Elementary Education

Data for the Teacher Work Sample: Elementary Education

	2012-2013		2013-2014		2014-15	
Number of Candidates	38		27		19	
Number of Evaluations	76		54		38	
<b>Contextual Factors</b>						
Distinguished	51	67.1%	42	77.8%	27	71.1%
Proficient	25	32.9%	12	22.2%	11	28.9%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	45	59.2%	36	66.7%	20	52.6%
Proficient	31	40.8%	18	33.3%	18	47.4%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Lesson Plans</b>						
Distinguished	47	61.8%	40	74.0%	23	60.5%
Proficient	29	38.2%	14	25.9%	15	39.5%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Assessment</b>						
Distinguished	46	60.6%	26	48.1%	20	52.6%
Proficient	30	39.4%	27	50.0%	17	44.7%
Basic	0	0.00%	1	2.0%	1	2.7%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	51	67.1%	35	64.9%	18	47.4%
Proficient	25	32.9%	19	35.1%	20	52.6%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Summary</b>						
Distinguished	49	64.4%	40	74.1%	24	63.2%
Proficient	27	35.6%	14	25.9%	14	36.8%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%

**Analysis of Data Findings:**

The Teaching Work Sample is a required element for completion of the student teaching semester and thus each teacher candidate must successfully complete the task to graduate. Since implementation of the TWS, Dakota State University program completers have consistently performed well on this assessment. However, the collaborative elements built into the project (student candidate, cooperative teacher, supervising faculty) are likely factors in the overwhelmingly high ratio of categorical evaluations in the distinguished or proficient categories.

**Interpretation of data to meet standards:**

The Teaching Work Sample meets several ACEI Standards. The planning and preparation for lessons requires knowledge of the learners, of the subject matter to be taught, and of integrating a variety of resources including technological ones (Standards 1, & 3.1). The lesson plans are to include necessary adaptations for individual needs (Standard 3.2) and multiple teaching strategies and active student involvement (Standards 3.3, 3.4, & 3.5). Candidates must assess student learning and analyze the resulting data (Data Analysis and Recommendations) for the next and future lessons (Standards 3.1, 4, 5.1 & 5.2). The TWS requires the assessment data be used to create a letter (Summary of Student Progress) that is appropriate to send to a parent regarding the class and individual student learning from the unit taught for the TWS (Standard 5.2). The TWS also requires the student teacher to create a webpage, which would be appropriate to post on the class website, relating to the unit and the activities of the class during the unit (Standard 5.2). The candidate should consult with the special education teachers for help preparing for work with special needs members of the class (Standard 5.4).

The Teaching Work Sample is continually reviewed and refined to support the candidate in improving instructional design and delivery skills. In recent discussions, the COE faculty have discussed upgrading the electronic submission of the TWS to synchronize storage and analysis tools of newer electronic media sources.

---

**Elementary Education/Special Education**

Data for the Teacher Work Sample: Elementary Education/Special Education

	2012-2013		2013-2014		2014-15	
Number of Candidates	11		14		17	
Number of Evaluations	22		28		34	
<b>Contextual Factors</b>						
Distinguished	11	50.0%	20	71.4%	29	85.3%
Proficient	11	50.0%	8	28.6%	5	14.7%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	11	50.0%	26	92.9%	33	97.1%
Proficient	11	50.0%	2	7.1%	1	2.9%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%

<b>Lesson Plans</b>						
Distinguished	12	54.5%	26	92.9%	31	91.1%
Proficient	10	45.5%	2	7.1%	3	8.9%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Assessment</b>						
Distinguished	13	59.1%	23	82.1%	26	76.5%
Proficient	9	40.9%	5	17.9%	8	23.5%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	10	45.5%	21	75.0%	29	85.3%
Proficient	12	54.5%	7	25.0%	5	14.7%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Summary</b>						
Distinguished	13	59.1%	24	85.7%	31	91.2%
Proficient	9	40.1%	4	14.3%	3	8.8%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%

\* Total for semester used to determine percentage

#### **Analysis of Data Findings:**

The cooperating teacher and university supervisor evaluate the Teaching Work Samples of candidates. During the evaluation period, 100% of the scores in all categories were either distinguished (74.5%) or proficient (25.5%).

#### **Interpretation of data to meet standards:**

At DSU we make our K-12 students a top priority by offering pre-service teachers the skills they need to education ALL students, regardless of their abilities. We value and educate our pre-service teachers to effectively facilitate learning for a wide range of abilities, including students who have autism, behavior, cognitive, and/or learning disabilities. DSU students know how to reach the next generation!

To meet various CEC standards, students completing the Teaching Work Sample in the area of special education were required to assess prior to instruction, write goals and objectives related to the assessment and then create individualized lesson plans linked to the goals and objectives. As students taught, they collected individual student data, analyzed this data and created subsequent lessons based on the results of the data. Throughout the work sample, teacher candidates were required to create and use an age appropriate student motivational tool that depicted student learning to the student. Initially, teacher candidates also created discipline plans that aligned with standards for students with emotional and behavioral disorders.

## K-12 and Secondary Certifications

### **Biology**

Data for the Teacher Work Sample: Biology Education

	2012-2013		2013-2014		2014-15	
Number of Candidates	3		2		0	
Number of Evaluations	6		4			
<b>Contextual Factors</b>						
Distinguished	3	50%	2	50%	0	0%
Proficient	3	50%	2	50%	0	0%
Basic	0	0%	0	0%	0	0%
Below Basic	0	0%	0	0%	0	0%
<b>Goals &amp; Objectives</b>						
Distinguished	2	33%	2	50%	0	0%
Proficient	4	67%	2	50%	0	0%
Basic	0	0%	0	0%	0	0%
Below Basic	0	0%	0	0%	0	0%
<b>Lesson Plans</b>						
Distinguished	3	50%	2	50%	0	0%
Proficient	3	50%	1	25%	0	0%
Basic	0	0%	1	25%	0	0%
Below Basic	0	0%	0	0%	0	0%
<b>Assessment</b>						
Distinguished	3	50%	3	75%	0	0%
Proficient	3	50%	1	25%	0	0%
Basic	0	0%	0	0%	0	0%
Below Basic	0	0%	0	0%	0	0%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	2	33%	1	25%	0	0%
Proficient	4	67%	3	75%	0	0%
Basic	0	0%	0	0%	0	0%
Below Basic	0	0%	0	0%	0	0%
<b>Summary</b>						
Distinguished	13	43%	10	50%	0	0%
Proficient	17	57%	9	45%	0	0%
Basic	0	0%	1	5%	0	0%
Below Basic	0	0%	0	0%	0	0%

**Analysis:** Cooperating classroom teachers and supervising university faculty rated Teaching Work Samples using the following five criteria: Contextual Factors, Goals & Objectives, Lesson Plans, Assessment, and Data Analysis & Recommendations. The majority of student teachers were rated by their cooperating teachers as having proficient or distinguished skills in those categories.

**Interpretation:** It is encouraging that the majority of teacher candidates were rated by their cooperating teacher(s) and university supervisor as either proficient or distinguished. This data is indicative of students who are performing at or above the level expected for educators at the beginning of their professional career. However, given that the total number of teacher candidates evaluated during the current period is only six, the data is inadequate to draw meaningful conclusions.

---

## **Business Education**

Data for the Teacher Work Sample: Business Education

	2012-2013		2013-2014		2014-15	
Number of Completers	2		3		2	
Number of Evaluations	4		6		4	
<b>Contextual Factors</b>						
Distinguished	2	50.0%	4	66.7%	1	25.0%
Proficient	2	50.0%	2	33.3%	3	75.0%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	0	0.00%	3	50.0%	2	50.0%
Proficient	4	100.0%	3	50.0%	2	50.0%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Lesson Plans</b>						
Distinguished	2	50.0%	3	50.0%	3	75.0%
Proficient	2	50.0%	3	50.0%	1	25.0%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Assessment</b>						
Distinguished	2	50.0%	3	50.0%	2	50.0%
Proficient	2	50.0%	3	50.0%	2	50.0%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	4	100.0%	5	83.3%	2	50.0%
Proficient	0	0.00	1	16.7%	2	50.0%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Summary</b>						
Distinguished	4	100.0%	3	50.0%	3	75.0%
Proficient	0	0.00	3	50.0%	1	25.0%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%

## Analysis of Data Findings

The cooperating teacher and university supervisor each completes a Teaching Work Sample Scoring Rubric to evaluate the Teaching Work Sample completed by the teacher program completers. The scores on the rubric are as follows: 3 = *Distinguished* (exemplary work – product exceeds expectations); 2 = *Proficient* (all criteria met – product components complete); 1 = *Basic* (some components do not meet criteria); and 0 = *Below Basic* (significant discrepancies from criteria). Teacher program completers must receive a minimum score of 2 in all categories. If the program completer receives a 0 or 1 in any section, the candidate must correct and resubmit the section to the cooperating teacher and university supervisor for reevaluation. The ratings on the evaluations show that teacher program completers have been rated as distinguished or proficient in the categories on the Teaching Work Sample with 100% achieved for the majority of categories. Program completers are given feedback during the evaluation process so they understand how to improve in any of the categories not rate as distinguished or proficient.

## Interpretation of Data to Meet Standards

The ratings indicate that the program completers for business education were rated as distinguished or proficient in the majority of areas rated in the Teaching Work Sample. All program completers received the minimum average score of 2 in the categories with some rated as 3 or distinguished. The ratings show that teacher program completers can develop and use the teaching work sample successfully. The teaching work sample has been implemented in the teacher education program to focus on effective teaching and document student learning through a unit of instruction designed by the program completers. The sample size is small so significant results cannot be determined.

## Computer Education

Data for the Teacher Work Sample: Computer Education

	2012-2013		2013-2014		2014-15	
Number of Candidates	1		0		1	
Number of Evaluations	2		0		2	
<b>Contextual Factors</b>						
Distinguished	0	0.00%	0	0.00%	2	100.0%
Proficient	2	100.0%	0	0.00%	0	0.00%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	0	0.00%	0	0.00%	2	100.0%
Proficient	2	100.0%	0	0.00%	0	0.00%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Lesson Plans</b>						
Distinguished	1	50.0%	0	0.00%	2	100.0%
Proficient	1	50.0%	0	0.00%	0	100.0%

Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Assessment</b>						
Distinguished	2	100.0%	0	0.00%	2	100.0%
Proficient	0	0.00%	0	0.00%	0	0.00%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	2	100.0%	0	0.00%	2	100.0%
Proficient	0	0.00%	0	0.00%	0	0.00%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Summary</b>						
Distinguished	2	100.0%	0	0.00%	2	100.0%
Proficient	0	0.00%	0	0.00%	0	0.00%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%

### Analysis of Data Findings

The cooperating teacher and university supervisor complete a Teaching Work Sample Scoring Rubric (Attachment 1) to evaluate the Teaching Work Sample completed by the student teacher. Each evaluates the Teaching Work Sample in the six areas of contextual factors, goals and objectives, lesson plans, assessment, data analysis and recommendations, and summary of progress. The scores on the rubric are as follows: 3 = Distinguished (exemplary work – product exceeds expectations); 2 = Proficient (all criteria met – product components complete); 1 = Basic (some components do not meet criteria); and 0 = Below Basic (significant discrepancies from criteria). Teacher candidates must receive a minimum score of 2 in all categories. If the teacher candidate receives a 0 or 1 in any section, the candidate must correct and resubmit the section to the cooperating teacher and university supervisor for reevaluation. Two students with four evaluations are included in the data analysis. All computer education candidates (100%) received ratings of distinguished or proficient on the Teaching Work Sample.

### Interpretation of Data to Meet Standards

Even though the sample size is small, the ratings indicate that the program completers for computer education were rated as distinguished or proficient in all areas rated in the TWS. All computer education program completers received ratings of distinguished or proficient on the Teaching Work Sample and met the minimum rating of 2.0.

The TWS has been implemented in the teacher education program to focus on effective teaching and document student learning through a unit of instruction designed by the teacher candidate. Candidates appear as distinguished or proficient for impacting student learning during their student teaching experience.

## English Education

Data for the Teacher Work Sample: English Education

	<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-15</b>	
Number of Candidates	2		2		3	
Number of Evaluations	4		4		6	
<b>Contextual Factors</b>						
Distinguished	4	100.0%	4	100.0%	4	66.7%
Proficient	0	0.0%	0	0.0%	2	33.3%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	4	100.0%	4	100.0%	3	50.0%
Proficient	0	0.0%	0	0.0%	3	50.0%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Lesson Plans</b>						
Distinguished	2	50.0%	2	50.0%	3	50.0%
Proficient	2	50.0%	2	50.0%	3	50.0%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Assessment</b>						
Distinguished	2	50.0%	3	75.0%	4	66.7%
Proficient	2	50.0%	1	25.0%	2	33.3%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	4	100.0%	4	100.0%	5	83.3%
Proficient	0	0.0%	0	0.0%	1	16.7%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%
<b>Summary</b>						
Distinguished	3	75.0%	3	75.0%	5	83.3%
Proficient	1	25.0%	1	25.0%	1	16.7%
Basic	0	0.0%	0	0.0%	0	0.00%
Below Basic	0	0.0%	0	0.0%	0	0.00%

### Analysis of Data Findings:

It is evident that the seven candidates completing the Teaching Work Sample in school year 2011-2014 are performing at or above the level expected for someone at the very beginning of their professional career. Because only seven program completers were evaluated during the current period, the data is inadequate to draw meaningful conclusions.

### The Data Provide Evidence on Meeting the Standards:



Student teaching is a capstone experience in education with candidates assuming all the responsibilities of a professional educator. The *Teaching Work Sample* is a unit of instruction during the student teaching experience and is assessed by the University Supervisor and the Cooperating Teacher on the program completers' impact on student learning. Through achievement of the performance indicators, the seven 7-12 English education candidates have demonstrated their skills and knowledge in the six TWS categories.

## **Mathematics Education**

Data for the Teacher Work Sample: Mathematics Education

	2012-2013		2013-2014		2014-2015	
Number of Candidates	1		2		4	
Number of Evaluations	2		4		8	
<b>Contextual Factors</b>						
Distinguished	1	50.0%	1	25.0%	1	12.5%
Proficient	1	50.0%	3	75.0%	7	87.5%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	2	100.0%	2	50.0%	3	37.5%
Proficient	0	0.00%	2	50.0%	5	62.5%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Lesson Plans</b>						
Distinguished	2	100.0%	0	0.00%	1	12.5%
Proficient	0	0.00%	4	100.0%	5	62.5%
Basic	0	0.00%	0	0.00%	2	25.0%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Assessment</b>						
Distinguished	2	100.0%	1	25.0%	1	12.5%
Proficient	0	0.00%	3	75.0%	7	87.5%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	0	0.00%	2	50.0%	3	37.5%
Proficient	2	100.0%	2	50.0%	5	62.5%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Summary</b>						
Distinguished	2	100.0%	3	75.0%	3	37.5%
Proficient	0	0.00%	1	25.0%	5	62.5%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%

## Analysis of Data Findings

It is evident from the data displayed above that all candidates completing the Teaching Work Sample performed at or above the level expected for someone at the very beginning of their professional career. All student teachers assessed by their Cooperating Teachers and University Supervisors were noted as being at the “Proficient” or “Distinguished” level.

## The Data Provide Evidence on Meeting the Standards

Student teaching is a capstone experience in education with candidates assuming all the responsibilities of a professional educator. The *Teaching Work Sample* is assessed by the University Supervisor and the Cooperating Teacher on the teacher candidates’ impact on student learning. Through achievement of the performance indicators, the one 7-12 mathematics candidate has demonstrated his skills and knowledge as a mathematics teacher. The strong performance on the *Teacher Work Sample* demonstrates the candidate has accomplished indicators 7.1, 7.2, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 16.2 and 16.3.

## Physical Education

Data for the Teacher Work Sample: Physical Education

	2012-2013		2013-2014		2014-2015	
Number of Candidates	9		4		3	
Number of Evaluations	18		8		6	
<b>Contextual Factors</b>						
Distinguished	12	66.7%	6	75.0%	5	83.3%
Proficient	6	33.3%	2	25.0%	1	16.7%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Goals &amp; Objectives</b>						
Distinguished	9	50.0%	4	50.0%	2	33.3%
Proficient	9	50.0%	4	50.0%	4	66.7%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Lesson Plans</b>						
Distinguished	13	72.2%	5	62.5%	1	16.7%
Proficient	5	27.8%	3	37.5%	5	83.3%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Assessment</b>						
Distinguished	13	72.2%	4	50.0%	2	33.3%
Proficient	5	27.8%	4	50.0%	4	66.7%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%

	2012-2013		2013-2014		2014-2015	
Number of Candidates	9		4		3	
Number of Evaluations	18		8		6	
<b>Data Analysis &amp; Recommendations</b>						
Distinguished	10	55.6%	3	37.5%	2	33.3%
Proficient	8	44.4%	5	62.5%	4	66.7%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%
<b>Summary</b>						
Distinguished	13	72.2%	7	87.5%	4	66.7%
Proficient	5	27.8%	1	12.5%	2	33.3%
Basic	0	0.00%	0	0.00%	0	0.00%
Below Basic	0	0.00%	0	0.00%	0	0.00%

**Analysis of Data Findings:** The Teaching Work Sample was piloted in the fall of 2006 and has been a requirement for all physical education student teachers since that time. Both the cooperating teacher and the university supervisor evaluate the TWS using the rubric shown in Appendix 7. As the data shows, physical education candidates are consistently rated as proficient or distinguished in their Teaching Work Sample assessment.

**Interpretation of Data to Meet Standards:** The Teaching Work Sample is created by the teacher candidate with input from both the cooperating teacher and the university supervisor. The combination of ongoing assessment, feedback and previous classroom and fieldwork experiences help make the TWS a meaningful experience for student teachers and helps explain why the evaluations are rated highly (Proficient and Distinguished). The strong performance on the *Teaching Work Sample* demonstrates that physical education candidates have successfully accomplished the indicators noted above in each of the six TWS categories.