Teacher Work Sample
Handbook and Rubrics

Note: Much of the material contained in this document was developed by representatives of the Renaissance Partnership Institutions (California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University) and may not be used or reproduced without citing The Renaissance Partnership for Improving Teacher Quality Project http://fp.uni.edu/itq The Teacher Education Faculty at the University of Colorado Colorado Springs is appreciative of the endeavors of our colleagues at these institutions. For more information go to http://www.uni.edu/itq/RTWS/index.htm
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TWS Vision

Successful teacher candidates design a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

I. The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

II. The teacher candidate sets significant, challenging, varied, and appropriate learning goals.

III. The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

IV. The teacher candidate designs instruction
   a. for specific learning goals, student characteristics and needs, and learning contexts
   b. in keeping with the content, central concepts, tools of inquiry, appropriate strategies, and specialized character of the disciplines being taught.

V. The teacher candidate demonstrates the ability to utilize multiple data sources and evidence to evaluate his or her practice, and makes adjustments where needed to continually improve attainment of Student Academic Growth.

VI. The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

VII. The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Full TWS: The teacher candidate writes a well-crafted document that clearly describes experiences and understanding of the seven processes identified by research and best practice as fundamental to improve student learning.
TWS Information

Description of the TWS
The TWS is a performance-based assessment that allows you to demonstrate your impact on student learning by describing a comprehensive unit that you have taught. It also affords you the opportunity to demonstrate your ability to utilize seven essential teaching processes identified by research on best practice as fundamental to improving student learning. Essentially, your TWS is a paper written in seven sections. On the pages that follow, you will find the directions and evaluation rubric for each section. Please study and review this material carefully when completing your TWS.

The Evaluation of Writing Quality
The TWS also incorporates an expectation and evaluation of writing quality. The “Full TWS” section of this handbook presents the rubric -- based on the 6+1 Trait model for writing assessment -- that will be used to evaluate the overall quality of your entire TWS.

Submitting the TWS
All TWS documents are due April 23rd. All TWS documents must be submitted electronically on Task Stream. The specific directions will be distributed to all.

Examples of Teacher Work Samples
Student TWS samples are available on TaskStream, and your site professor may be able to provide additional exemplars. Please remember that plagiarism is not allowed and the consequences for academic dishonesty could lead to failure to earn a degree or to obtain a teaching license.

Scoring the TWS
The teacher work samples will be scored by a team consisting of UCCS faculty, instructors, and site professors.

Scores will be posted on Task Stream
Scores on the TWS will be released at the same time to all students when the scoring is complete.

Passing Score on TWS
You must earn 80% or better on the TWS total score with no less than 60% on any one section. Your overall score (i.e., the mean score based on the total score from all sections added together) is not relevant. If you fail to meet the criteria above, you will be required to rewrite one or more sections under the direction of a faculty member until your TWS is satisfactory.
TWS Instructions

Overview

DESIGN A COMPREHENSIVE UNIT

- The meaning of "comprehensive unit" will vary by licensure level, endorsement area, and even school schedule, but the bottom line is that it must include at least 10 lessons.
- ELEMENTARY: A comprehensive unit for elementary candidates may mean a daily unit taught on 10 consecutive school days.
- SECONDARY: A secondary candidate's comprehensive unit may extend over a longer period. For example, on a high school block schedule, it might take four weeks before your class has met 10 times.

TEACH THE UNIT YOU DESIGN

- You will make adjustments as you go, based on student learning/performance, best practice, and contextual factors. Be prepared to document and justify these adjustments.

FINISH THE TWS PAPER

- Each required section should address the prompt and required elements. Be sure to follow the formatting instructions and write well.

Process

1. Thoroughly read the instructions for each section of the TWS. Note the standard, task, prompt or directions, suggested page length, and rubric for each section.
2. Consult with your Clinical Teacher and Site Professor to choose an appropriate topic for your unit.
3. Consult with your Clinical Teacher and Site Professor to determine a timeline for the teaching of your unit.
4. Proceed through the sections of the TWS to design, implement, and reflect on your unit. Note the timing of each section:

<table>
<thead>
<tr>
<th>Section</th>
<th>BEFORE you teach the unit</th>
<th>DURING your teaching of the unit</th>
<th>AFTER you teach the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextual Factors</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>II. Learning Goals</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>III. Assessment Pre-Assessment Formative Assessments Post Assessment</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>IV. Instructional Design (Both a &amp; b)</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>V. Instructional Decisions</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>VI. Analysis</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>VII. Reflection and Self Evaluation</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Full TWS</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

5. Polish your TWS paper, making sure you have addressed the prompt and rubric for each section and that you have adhered to TWS format and writing requirements.
6. Upload your TWS into the appropriate slots in TaskStream. Not only will you upload each section individually; you will upload one seamless document ("Full TWS") as well.
TWS Format

A. Cover Page Identification
Your cover page should include the following:
1. Your Name
2. Your UCCS Student ID
3. Placement: School and District
4. Grade level taught
5. Subject taught

B. Document Font, Size, Margins, Maximum Pages
1. Font: Times New Roman
2. Font size: 12 point
3. Line spacing: Double-spaced
4. Margins: 1 inch

C. Table of Contents
Include a Table of Contents directly behind your TWS cover page. Include in your Table of Contents all TWS sections, references, and appendixes. (Hint: Microsoft Word will create a table of content for you automatically. Check Word for instructions.)

D. References
1. If you referred to another person(s) or organization(s) ideas or material in your TWS document, you must provide a reference for this material at the end of your TWS. The title page for these references can simply state, “References.”
2. References are not included in total page length.
3. Cite your references in accordance with the American Psychological Association (APA) style (explained in the Publication Manual of the American Psychological Association).

E. Charts, Graphs and Assessment Instruments
1. Charts, graphs, assessment instruments, and student work must be included in your submitted TWS document. Other appendixes (e.g., student work, worksheets, etc.) should also be included.
2. The appendixes must also include page numbers. If your written material ends on page 16, for example, the first page of your appendixes would be page number 17.
3. Please note that your appendixes are not included in the TWS 20 page maximum length. Please be very selective when choosing appendixes so included appendixes provide clear and concise evidence that clarifies and complements your written material.

F. Page Length Recommended Per Section
A recommended page length for each TWS section is provided with the instructions. These page lengths represent guidelines only. You may choose to alter the page length if appropriate, although it is not recommended that you stray far from the number of pages specified.

G. Privacy and Anonymity
To protect student privacy, do not include any student names in any part of the TWS including appendixes. In addition, use a pseudonym for the actual school in which your TWS was completed.
TWS Standards and Indicators -- Overview Pages

Section I: Contextual Factors
TWS Standard: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

Indicators:
   a. Knowledge of community, school, and classroom factors
   b. Knowledge of classroom factors
   c. Knowledge of student diversity
   d. Knowledge of students' skills and prior learning
   e. Implications for instructional planning and assessment

Section II: Learning Goals
TWS Standard: The teacher candidate sets significant, challenging, varied and appropriate learning goals.

Indicators:
   a. Alignment with national, state, or local standards
   b. Clarity
   c. Significance and challenge
   d. Variety
   e. Appropriateness for students

Section III: Assessment Plan
TWS Standard: The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Indicators:
   a. Pre- and post-assessments
   b. Variety of methods
   c. Clarity of criteria and standards for performance
   d. Technical soundness
   e. Adaptations based on the individual needs of students

Section IVa: Instructional Design
TWS Standard: The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Indicators:
   a. Alignment with learning goals
   b. Lesson and unit structure
   c. Variety of instruction, activities, assignments and resources
   d. Use of contextual information/data to select appropriate and relevant activities, assignments and resources.
   e. Use of technology

Section VIb: Instructional Design/Discipline-Specific Factors
TWS Standard: The teacher candidate designs instruction in keeping with the content, central concepts, tools of inquiry, appropriate strategies and specialized character of the disciplines being taught.

Indicators:
   a. Representation of content
   b. Culturally responsive teaching
   c. Effective use of teaching methods
   d. Connections
   e. Content-specific factor
Section V: Instructional Decision-Making

**TWS Standard:** The teacher demonstrates the ability to utilize multiple data sources and evidence to evaluate his or her practice, and makes adjustments where needed to continually improve attainment of Student Academic Growth.

**Indicators:**
- a. Alignment between adjustments and learning goals
- b. Multiple adjustments
- c. Evidence and data
- d. Individual student needs
- e. Sound professional practice

Section VI: Analysis of Student Learning

**TWS Standard:** The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

**Indicators:**
- a. Alignment with learning goals
- b. Disaggregation
- c. Clarity and accuracy of presentation
- d. Interpretation of data
- e. Impact on student learning

Section VII: Reflection and Self-Evaluation

**TWS Standard:** The analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

**Indicators:**
- a. Alignment among goals, instruction and assessment
- b. Insights on effective instruction and assessment
- c. Alignment among goals, instruction and assessment
- d. Implications for future teaching
- e. Implications for professional development

Full TWS: (Evaluated for Writing)

**TWS Standard:** The teacher candidate writes a well-crafted document that clearly describes experiences and understanding of the seven processes identified by research and best practice as fundamental to improve student learning.
TWS Section I: Contextual Factors

TWS Standard
The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

Task
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt
In your discussion, include the following:

1. Community, district and school factors. Address geographic location, community and school population, socio-economic profile, race/ethnicity and other factors pertaining to diversity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

2. Classroom factors. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

3. Student characteristics. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as the following:
   - Age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests
   - Learning styles/modalities
   - Skill levels and prior learning

4. Implications for instruction and assessment. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

TWS Section I: Contextual Factors Rubric

TWS Standard: The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Community, District, and School Factors</td>
<td>Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, district, and school.</td>
<td>Candidate displays some knowledge of the characteristics of the community, district, and school that may affect learning.</td>
<td>Candidate displays knowledge of the characteristics of the community, district, and school that may affect learning.</td>
<td>Candidate displays comprehensive understanding of the characteristics of the community, district, and school that may affect learning.</td>
<td>II.a</td>
</tr>
<tr>
<td>Knowledge of Classroom Factors</td>
<td>Candidate displays minimal or irrelevant knowledge of the classroom’s physical features, arrangement, schedule, etc. that may affect learning.</td>
<td>Candidate displays some knowledge of how the classroom’s physical features, arrangement, schedule, etc. may affect learning.</td>
<td>Candidate displays knowledge of how the classroom’s physical features, arrangement, schedule, etc. may affect learning.</td>
<td>Candidate displays comprehensive understanding of how the classroom’s physical features, arrangement, schedule, etc. may affect learning.</td>
<td>I.a II.b II.c II.d</td>
</tr>
<tr>
<td>Knowledge of Students: Diversity</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. interests, culture, learning styles &amp; modalities, abilities/disabilities).</td>
<td>Candidate displays some knowledge of student differences (e.g. interests, culture, learning styles &amp; modalities, abilities/disabilities) that may affect learning.</td>
<td>Candidate displays knowledge of student differences (e.g. interests, culture, learning styles &amp; modalities, abilities/disabilities) that may affect learning.</td>
<td>Candidate displays comprehensive understanding of student differences (e.g. interests, culture, learning styles &amp; modalities, abilities/disabilities) that may affect learning.</td>
<td>I.f III.b</td>
</tr>
<tr>
<td>Knowledge of Students: Skills and Prior Learning</td>
<td>Candidate displays little or irrelevant knowledge of students’ skills and prior learning (e.g. diagnostic data).</td>
<td>Candidate displays some knowledge of students’ skills and prior learning (e.g. diagnostic data) in this subject.</td>
<td>Candidate displays knowledge of students’ skills and prior learning (e.g. diagnostic data) in this subject.</td>
<td>Candidate displays comprehensive, detailed understanding of students’ skills and prior learning (e.g. diagnostic data) in this subject.</td>
<td>I.f III.b</td>
</tr>
<tr>
<td>Implications for Instruction and Assessment</td>
<td>Implications for instruction and assessment are missing or inappropriate.</td>
<td>Candidate provides some implications for instruction and assessment.</td>
<td>Candidate provides implications for instruction and assessment aligned to community, district, school, classroom, and student characteristics.</td>
<td>Candidate provides specific and detailed implications for instruction and assessment aligned to community, district, school, classroom, and student characteristics.</td>
<td>II.d III.a</td>
</tr>
</tbody>
</table>

TOTAL: _____/20
TWS Section II: Learning Goals

TWS Standard
The teacher candidate sets significant, challenging, varied and appropriate learning goals.

Task
Provide and justify the learning goals for the unit.

Prompt
In your discussion, include the following:

1. List the learning goals (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.

2. Show how the goals are aligned with local, state, or national standards. (Identify the source of the standards).

3. Describe the types and levels of your learning goals.

4. Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other needs of your students.

Suggested Page Length: 1-2 pages
TWS Section II: Learning Goals Rubric

TWS Standard: The teacher candidate sets significant, challenging, varied and appropriate learning goals.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connectio n to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
<td>Most goals are aligned with national, state or local standards.</td>
<td>All goals are explicitly aligned with national, state or local standards.</td>
<td>I.a  III.b</td>
</tr>
<tr>
<td>Clarity</td>
<td>Goals are not stated clearly; they describe activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td>All of the goals are clearly stated as learning outcomes.</td>
<td>III.f</td>
</tr>
<tr>
<td>Significance and Challenge</td>
<td>Goals reflect limited levels of significance or challenge.</td>
<td>Goals reflect some level of significance and/or challenge.</td>
<td>Goals reflect high expectations for all students and help students develop critical thinking and problem solving skills.</td>
<td>Goals reflect high expectations for all students. Significant and varied, they will help students develop critical thinking and problem solving skills.</td>
<td>I.f  III.e  VI.a</td>
</tr>
<tr>
<td>Variety</td>
<td>Goals reflect limited variety in types or levels of learning.</td>
<td>Goals reflect some variety in types or levels of learning.</td>
<td>Goals reflect variety in types or levels of learning.</td>
<td>Goals reflect an engaging variety in types and levels of learning</td>
<td>III.e</td>
</tr>
<tr>
<td>Appropriateness for Students</td>
<td>Goals are not appropriate in light of the development; prerequisite knowledge, skills, experiences or other needs of students.</td>
<td>Some goals are appropriate in light of the development, prerequisite knowledge, skills, experiences and/or other needs of students.</td>
<td>Most goals are appropriate in light of the development, prerequisite knowledge, skills, experiences and other needs of students.</td>
<td>All goals are appropriate in light of the development prerequisite knowledge, skills, experiences and other needs of students.</td>
<td>III.a  III.b</td>
</tr>
</tbody>
</table>

TOTAL: _____/20
TWS Section III: Assessment Plan

TWS Standard
The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Task
Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Include a mix of quantitative and qualitative measures. Explain why your assessments are appropriate for measuring learning.

Prompt
In your discussion, include the following:

1. Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purposes of this overview are to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.*

2. Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

3. Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

*Example of Visual Organizer (Table):

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Pre-Assessment (Before Instruction)</th>
<th>Formative Assessments (During Instruction)</th>
<th>Summative Assessment(s) (After Instruction)</th>
<th>Adaptations</th>
</tr>
</thead>
</table>
| 1             | Anticipation guide Cloze test        | Chapter quizzes                              | Unit test (multiple choice, short answer) | IEP, ELL students take shorter test  
|               |                                     |                                             |                                           | G/T students answer additional essay questions |
|               |                                     | Classroom discussion (large group)           | Completed Study and Discussion Guide      | IEP students answer only selected questions  
|               |                                     |                                             |                                           | ELL students may omit dialect exercises |
|               |                                     | Classroom discussion (small group)           | Oral presentation                         | IEP, ELL students present for shorter time  
|               |                                     |                                             |                                           | G/T students do panel |

Suggested Page Length: 2 pages plus pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table
**Section III: Assessment Plan Rubric**

TWS Standard: The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and Post-Assessments</td>
<td>Few if any learning goals are aligned with pre- and post-assessments that would permit analysis of Student Academic Growth.</td>
<td>Some learning goals are aligned with pre- and post-assessments that permit analysis of Student Academic Growth.</td>
<td>Most learning goals are aligned with pre- and post-assessments that permit analysis of Student Academic Growth.</td>
<td>Each learning goal is aligned with pre- and post-assessments that facilitate valid, reliable analysis of Student Academic Growth.</td>
<td>III.h VI.c</td>
</tr>
<tr>
<td>Variety of Methods</td>
<td>Plan includes a limited variety of assessment methods.</td>
<td>Plan includes some variety of assessment methods.</td>
<td>Plan incorporates a variety of assessment measures, both qualitative and quantitative, to assess the progress of a variety of learners.</td>
<td>Plan incorporates a variety of valid, reliable measures, both qualitative and quantitative, to assess the progress of each learner.</td>
<td>III.h</td>
</tr>
<tr>
<td>Clarity of Criteria and Standards for Performance</td>
<td>Assessments provide no clear criteria for measuring student performance.</td>
<td>Assessment criteria are not clear or are not linked to learning goals.</td>
<td>Assessment criteria are clear and linked to learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to learning goals and state/local performance indicators.</td>
<td>I.a</td>
</tr>
<tr>
<td>Technical Soundness</td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td>Assessments are valid and reliable; scoring procedures are clear; all items or prompts are clearly written; directions and procedures are very clear to students.</td>
<td>III.g</td>
</tr>
<tr>
<td>Adaptations Based on the Individual Needs of Students</td>
<td>Candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Candidate makes adaptations to assessments that are appropriate to meet individual needs of some students.</td>
<td>Candidate makes adaptations to assessments that are appropriate to meet individual needs of most students.</td>
<td>Candidate makes adaptations to assessments that are appropriate to meet individual needs of all students.</td>
<td>II.d</td>
</tr>
</tbody>
</table>

**TOTAL: _____/20**
TWS Section IVa: Instructional Design

TWS Standard
The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task
Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and the specific learning context.

Prompt
In your discussion, include the following:

1. Results of pre-assessment. After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the patterns you find that will guide your instruction or modification of the learning goals.

2. Unit overview. Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

3. Activities. Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
   a. what the grouping plan is (i.e. whole class, small group, individual) and why it is appropriate
   b. how the content relates to your instructional goal(s),
   c. how the activity stems from your pre-assessment information and contextual factors,
   d. what materials/technology you will need to implement the activity, and
   e. how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

4. Technology. Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3 pages plus visual organizer
### Section IVa: Instructional Design Rubric

TWS Standard: The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Goals</td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are clearly aligned with learning goals. All learning goals are thoroughly covered in the design.</td>
<td>I.a III.b</td>
</tr>
<tr>
<td>Lesson and Unit Structure</td>
<td>Lessons within the unit are not logically sequenced.</td>
<td>Lessons within the unit have some logical sequence and appear to be somewhat useful in moving students toward achieving learning goals.</td>
<td>Lessons within the unit are logically sequenced and useful in moving students toward achieving learning goals.</td>
<td>Lessons within the unit have been strategically sequenced for maximum benefit in moving students toward learning goals.</td>
<td>III.a III.b III.c</td>
</tr>
<tr>
<td>Variety of Instruction, Activities, Assignments and Resources</td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Variety across instruction, activities, assignments, and/or resources makes a contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources engages students and makes a clear contribution to learning.</td>
<td>I.f III.a III.b</td>
</tr>
<tr>
<td>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities, assignments, and grouping choices (i.e. individual, small group, whole class) do not appear appropriate and/or relevant for students.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities, assignments, resources and grouping choices (i.e. individual, small group, whole class) appear appropriate and/or relevant for students.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities, assignments, resources and grouping choices (i.e. individual, small group, whole class) appear appropriate and relevant for most students.</td>
<td>Instruction has been thoroughly designed with reference to contextual factors and pre-assessment data. Virtually all activities, assignments, resources and grouping choices (i.e. individual, small group, whole class) are appropriate and relevant for each student.</td>
<td>I.f II.d</td>
</tr>
<tr>
<td>Use of Technology, Understanding of the Range and Influence of Print and Nonprint Media</td>
<td>Candidate does not use technology, demonstrates little knowledge of the range and influence of print and nonprint media and technology in contemporary culture.</td>
<td>Candidate uses technology but demonstrates limited knowledge of the range and influence of print and nonprint media and technology in contemporary culture.</td>
<td>Candidate integrates appropriate technology and demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture.</td>
<td>Candidate thoughtfully integrates appropriate technology and demonstrates dynamic knowledge of the range and influence of print and nonprint media and technology in contemporary culture.</td>
<td>III.d</td>
</tr>
</tbody>
</table>

**TOTAL:** _____/20
TWS Section IVb: Instructional Design/Discipline-Specific Factors
TWS Standard: The teacher candidate designs instruction in keeping with the content, central concepts, tools of inquiry, appropriate strategies and specialized character of the disciplines being taught.

Task
To meet accreditation requirements, teacher preparation programs for secondary teachers must demonstrate that teacher candidates have acquired knowledge and instructional expertise particular to their content areas. Secondary (6-12) teacher candidates need to ensure that their TWS Section IV reflects the expectations of their Specialized Professional Association (SPA), for example

- American Council on the Teaching of Foreign Languages (ACTFL)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)

Teacher candidates do not need to write/submit a separate/additional TWS section to meet this requirement. They only need to ensure that their TWS Section IV reflects the expectations of their respective SPA. The rubric that follows represents two types of expectations:

1. Those that are common to all SPAs – for example, accurate representation of content, culturally responsive teaching, and effective use of teaching methods.*
2. Those that are unique to a particular SPA. For example, teacher candidates in the field of science should ensure that their TWS Section IV reflects scientific inquiry and incorporates safety rules for chemicals, equipment, and/or use and care of animals. Teacher candidates in the field of English should ensure that their TWS Section IV engages students in activities that demonstrate the role of arts and humanities in learning.

*Additional information on the SPA-specific expectations (Representation of Content and Effective Use of Teaching Methods) will be provided in an extra handout.

Prompt
Ensure that your unit reflects the knowledge and instructional expertise particular to your content area.
Section IVb: Instructional Design/Discipline-Specific Factors Rubric

TWS Standard: The teacher candidate designs instruction in keeping with the content, central concepts, tools of inquiry, appropriate strategies and specialized character of the disciplines being taught.

Common Expectations for Elementary and Secondary

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation of Content</td>
<td>Design appears to represent subject area inaccurately. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Design appears to represent subject area fairly accurately. Plan shows some awareness of the big ideas or structure of the discipline.</td>
<td>Design represents subject area accurately. Plan demonstrates knowledge of the central concepts, tools of inquiry, and strategies appropriate to the discipline.</td>
<td>Design extends knowledge of subject area. Plan demonstrates rich knowledge of the central concepts, tools of inquiry, and strategies appropriate to the discipline.</td>
</tr>
<tr>
<td>Culturally Responsive Teaching</td>
<td>Design reflects little if any awareness of contextual factors and/or is indifferent to students’ culture, knowledge, linguistic background or experiences. It permits few if any opportunities for connection to students’ lives.</td>
<td>Design references contextual factors and acknowledges students’ culture, knowledge, linguistic background and experiences. It permits occasional opportunities for connections to students’ lives.</td>
<td>Design reflects consideration of contextual factors and addresses students’ cultural and linguistic backgrounds and experiences. It provides clear opportunities for connections to students’ lives.</td>
<td>Design reflects serious consideration of contextual factors and addresses students’ cultural and linguistic backgrounds and experiences. It provides numerous opportunities for connections to students’ lives and multiple pathways to content.</td>
</tr>
<tr>
<td>Effective Use of Teaching Methods</td>
<td>Design ignores what research has to say about appropriate instructional practices in the content area.</td>
<td>Design implies some research-based instructional practices appropriate for the content area.</td>
<td>Design incorporates research-based instructional practices appropriate for the content area.</td>
<td>Design cites and integrates research-based instructional practices appropriate for the content area.</td>
</tr>
<tr>
<td>Connections*</td>
<td>Design reflects no connections, either to other subjects within the discipline nor to other content areas.</td>
<td>Design reflects limited connections, either to other subjects within the discipline nor to other content areas.</td>
<td>Design reflects connections, both to other subjects within the discipline and to other content areas.</td>
<td>Design reflects significant connections, both to other subjects within the discipline and to other content areas.</td>
</tr>
</tbody>
</table>

*Example of connections within a discipline: Design for instruction in a history class reflects connections to geography, civics, economics.
Example of connections to other content area: Design for instruction in a history class reflects connections to English or science.
### SPA-Specific Expectations for Secondary

#### ENGLISH (NCTE)

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Role of Arts &amp; Humanities</td>
<td>Candidate makes no reference to the role of arts and humanities in learning.</td>
<td>Candidate makes limited reference to the role of arts and humanities in learning.</td>
<td>Candidate engages students in activities that demonstrate the role of arts and humanities in learning.</td>
<td>Candidate engages students in multiple, relevant activities that demonstrate the role of arts and humanities in learning.</td>
<td>I.b I.d</td>
</tr>
</tbody>
</table>

#### FOREIGN LANGUAGE (ACTFL)

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language: Language Acquisition Theories</td>
<td>Plan makes no reference to acquisition theory or articulated program models.</td>
<td>Plan makes passing reference to acquisition theory or articulated program models.</td>
<td>Plan incorporates acquisition theory and articulated program models.</td>
<td>Plan integrates acquisition theory and aligns with an articulated program model.</td>
<td>I.d</td>
</tr>
</tbody>
</table>

#### MATHEMATICS (NCTM)

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
</table>

#### SCIENCE (NSTA)

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: Safe Environment</td>
<td>Candidate does not address safety in the science classroom, and often ignores potentially dangerous situations.</td>
<td>Candidate shows awareness of liability and negligence as it applies to the science classroom but does not make sure each student is aware of all safety rules as they apply to a science classroom.</td>
<td>Candidate informs students of all safety rules, including use of chemicals, equipment, and use and care of animals. Candidate shows awareness of liability and negligence as it applies to the science classroom.</td>
<td>Candidate makes sure that students are aware of all safety rules, including use of chemicals, equipment, and use and care of animals. Candidate shows awareness of liability and negligence as it applies to the science classroom.</td>
<td>I.d</td>
</tr>
<tr>
<td>Rating / Indicator</td>
<td>1 Indicator Not Met</td>
<td>2 Indicator Partially Met</td>
<td>3 Indicator Met</td>
<td>4 Indicator Fully Met and More</td>
<td>Connection to CTQS</td>
</tr>
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</tr>
<tr>
<td>Social Studies: Processes of Historical Inquiry</td>
<td>Candidate does not provide opportunities for students to apply key concepts or processes of critical historical inquiry.</td>
<td>Candidate provides some opportunities for students to apply key concepts and processes of critical historical inquiry.</td>
<td>Candidate provides opportunities for students to apply key concepts and processes of critical historical inquiry.</td>
<td>Candidate facilitates multiple opportunities for students to apply key concepts and processes of critical historical inquiry.</td>
<td>I.d</td>
</tr>
</tbody>
</table>
TWS Section V: Instructional Decision-Making

TWS Standard
The teacher candidate demonstrates the ability to utilize multiple data sources and evidence to evaluate his or her practice, and makes adjustments where needed to continually improve attainment of Student Academic Growth.

Task
Provide two examples of instructional decision-making based on students’ learning or responses. Identify the data sources and/or evidence that informed your decision, and explain why you made the adjustments you did.

Prompt
In your discussion, include the following:

1. Think of a time during your unit when certain data points or other evidence regarding student learning caused you to modify your original design for instruction. Cite specific evidence to support your answers to the following:
   a. Describe the data or student response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
   b. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

2. Now, think of one more time during your unit when certain data points or other evidenced regarding student learning caused you to modify a different portion of your original design for instruction. Cite specific evidence to support your answers to the following:
   a. Describe the data or student response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
   b. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4 pages
## Section V: Instructional Decision-Making Rubric

TWS Standard: The teacher candidate demonstrates the ability to utilize multiple data sources and evidence to evaluate his or her practice, and makes adjustments where needed to continually improve attainment of Student Academic Growth.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
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<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment Between Adjustments and Learning Goals</td>
<td>Adjustments in instruction lack congruence with learning goals.</td>
<td>Adjustments in instruction are somewhat aligned with learning goals.</td>
<td>Adjustments in instruction are aligned with learning goals and standards.</td>
<td>Adjustments in instruction are explicitly aligned with learning goals and standards.</td>
<td>VI.b</td>
</tr>
<tr>
<td>Multiple Adjustments</td>
<td>Section reflects limited ability to make adjustments (i.e. includes only one example).</td>
<td>Section reflects some ability to make adjustments (i.e. includes two examples, but they may be fuzzy).</td>
<td>Section reflects ability to make instructions (i.e. includes two clear examples).</td>
<td>Section reflects ability to function effectively in a complex, dynamic environment (i.e. describes at least two clear examples in detail).</td>
<td>IV.c</td>
</tr>
<tr>
<td>Evidence and Data</td>
<td>Candidate offers no evidence or data to account for adjustments to instructional plan.</td>
<td>Candidate offers limited evidence, data, best practices or contextual factors to account for adjustments to instructional plan.</td>
<td>Candidate provides reasonable evidence, data, best practices or contextual factors to account for adjustments to instructional plan.</td>
<td>Candidate provides significant analysis of evidence, data, best practices or contextual factors to account for adjustments to instructional plan.</td>
<td>VI.b</td>
</tr>
<tr>
<td>Individual Student Needs</td>
<td>Candidate treats class as “one plan fits all” with no modifications.</td>
<td>Some adjustments to the instructional plan are made to address student needs.</td>
<td>Adjustments to the instructional plan are made to address individual student needs.</td>
<td>Appropriate adjustments to the instructional plan are made to address individual student needs.</td>
<td>II.d IV.a VI.b</td>
</tr>
<tr>
<td>Sound Professional Practice</td>
<td>Most instructional decisions are inappropriate and/or pedagogically unsound.</td>
<td>Some instructional decisions are appropriate and/or pedagogically sound.</td>
<td>Most instructional decisions are appropriate, pedagogically sound, and likely to lead to Student Academic Growth.</td>
<td>Instructional decisions are explicitly related to research/theory. They are appropriate, pedagogically sound, and likely to lead to improved student learning and academic growth.</td>
<td>I.c III.b</td>
</tr>
</tbody>
</table>

**TOTAL: ___/20**
TWS Section VI: Analysis of Student Learning

TWS Standard
The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Task
Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

Prompt
In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students. Include the following:

1. Whole class. To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

2. Subgroups. Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

3. Individuals. Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, “Reflection and Self-Evaluation.”

Suggested Page Length: 4 pages plus charts and student work examples
## Section VI: Analysis of Student Learning Rubric

TWS Standard: The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Goals</td>
<td>Analysis shows little alignment with learning goals.</td>
<td>Analysis is partially aligned with learning goals.</td>
<td>Analysis is aligned with learning goals.</td>
<td>Analysis is fully aligned with learning goals.</td>
<td>IV.a</td>
</tr>
<tr>
<td>Disaggregation</td>
<td>Analysis fails to address required groups (whole class, subgroups, two individuals).</td>
<td>Analysis only partially addresses the required groups (whole class, subgroups, two individuals).</td>
<td>It addresses the required groups (whole class, subgroups, two individuals).</td>
<td>It provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td>III.g VI.b</td>
</tr>
<tr>
<td>Clarity and Accuracy of Presentation</td>
<td>Presentation is unclear and/or inaccurate.</td>
<td>Presentation is occasionally unclear. A few errors may impact accuracy.</td>
<td>Presentation is clear. Errors, if any, are minor and do not detract from general accuracy.</td>
<td>Presentation is clear, compelling, and easy to understand. It contains no errors of representation.</td>
<td>IV.a</td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>Interpretation is inaccurate. Conclusions are missing or unsupported by data.</td>
<td>Interpretation is fairly accurate. Conclusions may be missing or not fully supported by data.</td>
<td>Interpretation is accurate. Conclusions are reasonable and supported by data.</td>
<td>Interpretation is accurate and meaningful. Conclusions are appropriate and amply supported by data.</td>
<td>VI.b</td>
</tr>
<tr>
<td>Impact on Learning and Student Academic Growth</td>
<td>Analysis of student learning fails to include evidence of impact on Student Academic Growth in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes limited discussion of impact on Student Academic Growth in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on Student Academic Growth in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes convincing evidence of the impact on Student Academic Growth in terms of number of students who achieved and made progress toward each learning goal.</td>
<td>IV.a VI.a VI.b</td>
</tr>
</tbody>
</table>

TOTAL: _____/20
TWS Section VII: Reflection and Self-Evaluation

TWS Standard
The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task
Reflect on your performance as a teacher candidate and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt
In your discussion, include the following:

1. Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

2. Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, grouping choices and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.

3. Reflect on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2 pages
Section VII: Reflection and Self-Evaluation Rubric

TWS Standard: The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating / Indicator</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>4 Indicator Fully Met and More</th>
<th>Connection to CTQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment Among Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results.</td>
<td>Logically and accurately connects learning goals, instruction, and assessment results.</td>
<td>IV.a VI.b</td>
</tr>
<tr>
<td>Interpretation of Student Learning</td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence to support conclusions drawn in “Analysis of Student Learning” section. Offers explanation for why some students did not meet earning goals.</td>
<td>Provides ample evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals.</td>
<td>IV.a VI.b</td>
</tr>
<tr>
<td>Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities, grouping choices or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities, grouping choices or assessments and superficially explores reasons for their success or lack thereof.</td>
<td>Identifies successful and unsuccessful activities, grouping choices and assessments and provides reasonable reasons for their success or lack thereof.</td>
<td>Identifies successful and unsuccessful activities, grouping choices and assessments and provides detailed, credible explanations based on theory or research for their success or lack thereof.</td>
<td>IV.a VI.b</td>
</tr>
<tr>
<td>Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides general ideas for redesigning learning goals, instruction, and/or assessment and offers a rationale for why these changes would improve Student Academic Growth.</td>
<td>Provides specific ideas for redesigning learning goals, instruction, and assessment and offers a thoughtful rationale for why these modifications would improve Student Academic Growth.</td>
<td>IV.b VI.b</td>
</tr>
<tr>
<td>Implications for Professional Development</td>
<td>Provides no professional learning goals or goals that are unrelated to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents professional learning goals that emerge from the insights and experiences described in this section. Describes steps to meet these goals.</td>
<td>Presents professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td>IV.b VI.b</td>
</tr>
</tbody>
</table>

TOTAL: _____/20
Full TWS: (Evaluated for Writing)

TWS Standard
The teacher candidate writes a well-crafted document that clearly describes experiences and understanding of the seven processes identified by research and best practice as fundamental to improve student learning.

Task
While each individual section of your TWS will be scored according to its own rubric, your full TWS will be evaluated for the quality of your writing. Upload your complete TWS into the designated slot in TaskStream.

Expectations
Your complete TWS should be clear, organized, engaging, fluid, conventionally correct and appropriately formatted. It should reflect strengths in the following traits:

1. Ideas - Ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme.

2. Organization - Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea. Organizational structure can be based on any identifiable pattern.

3. Voice - Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone.

4. Word Choice - Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but also in a way that moves and enlightens the reader. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

5. Sentence Fluency - Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, and the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences are so well crafted that the writer moves through the piece with ease.

6. Conventions - Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care. Handwriting and neatness are not part of this trait.

7. Presentation - Presentation combines both visual and verbal elements. It is the way we "exhibit" our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the piece will not be inviting to read unless the guidelines of presentation are present.
## Full TWS: Writing Rubric

TWS Standard: The teacher candidate writes a well-crafted document that clearly describes experiences and understanding of the seven processes identified by research and best practice as fundamental to improve student learning.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Language (Voice, Word Choice, Sentence Fluency)</th>
<th>Conventions</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper is either very limited in its capacity to inform or makes no attempt to instruct or inform the reader. The result is unclear, incomplete or both.</td>
<td>Lack of organization adds to reader's confusion. Paper has no identifiable structure. Transitions, sequencing and/or pacing may be confusing or lacking altogether.</td>
<td>Writer seems indifferent, uninvolved, or distanced from the topic and/or audience. Tone may be inappropriate and/or lifeless. Wording may be incorrect, vague, repetitive, inappropriate. Sentences are choppy, rambling, awkward, and/or monotonous. Writer demonstrates little control even over simple sentences.</td>
<td>Errors distract the reader, make the text difficult to read, and call into question the writer's ability to communicate effectively. Citations, if used, do not follow APA style.</td>
<td>The reader receives a garbled message due to problems relating to the presentation of the text.</td>
</tr>
<tr>
<td>The writer is beginning to define the topic; however, development is basic or general. The focus needs to be clearer, and more specific details are needed.</td>
<td>Organization is attempted, although weaknesses in one or more of the following may impede understanding: Introduction, conclusion, transitions, sequencing, pacing.</td>
<td>Writer seems sincere but discards personal insights in favor of obvious generalities. Tone is appropriate but only occasionally compelling. Wording is correct, occasionally interesting. Sentences are adequate, but more mechanical than fluid. Writer offers little variety in sentence length, structure, beginnings.</td>
<td>Writing demonstrates reasonable control of standard conventions. Errors are infrequent, never serious enough to distort meaning. Citations, if used, follow APA style.</td>
<td>The writer’s message is understandable in this format.</td>
</tr>
<tr>
<td>The paper presents information that expands the reader’s knowledge or enhances the reader's understanding. The result is clear and complete.</td>
<td>Organization moves reader through text without confusion. Introduction, conclusion, transitions, sequencing and pacing demonstrate competence in organizing a paper.</td>
<td>Writer speaks with an awareness of audience and purpose. Tone is appropriate, provides a sense of the person behind the words. Wording is accurate and interesting. Sentences flow, with an effective variety in length, structure, beginnings.</td>
<td>Writing demonstrates control of standard writing conventions (spelling, punctuation, capitalization, grammar, usage, paragraphing). Citations, if used, follow APA style.</td>
<td>The form and presentation of the text enhance the reader’s ability to understand and connect with the message.</td>
</tr>
<tr>
<td>The paper is clear and focused. It teaches, reveals, informs, or amplifies the reader's understanding through a carefully crafted mix of key points and critical support.</td>
<td>Organization enhances topic. Inviting introduction, satisfying conclusion, thoughtful transitions, logical and effective sequencing, controlled pacing all demonstrate command of main idea(s).</td>
<td>Writer speaks with an awareness and respect for audience and purpose. Tone adds interest, provides a sense of the person behind the words. Wording is professional, accurate, precise, enlightening. Writer crafts well built sentences with strong and varied structure that enhances meaning and invites expressive oral reading.</td>
<td>Writer demonstrates command of standard writing conventions (spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses them effectively to enhance readability. Only light editing would be required to polish the text for publication. Citations, if used, follow APA style.</td>
<td>The form and presentation of the text are professional and pleasing to the eye; they enhance the credibility of the entire paper.</td>
</tr>
</tbody>
</table>

**TOTAL: _____**/20
TWS Glossary

Source: Millersville University web site: http://muweb.millersville.edu/~tws/eled/glossary.html
For the purpose of the Teacher Work Sample methodology, the following terms have these definitions:

**Aggregated Data:** Data that has been combined to show averages and other representations of groups or the class as a whole.

**Assessment:** A process of gathering evidence of student learning with respect to a learning standard, objective or target.

**Cognitive Complexities:** Degree and level of mental processes required, such as recall of facts vs. thinking and problem solving.

**Context:** Specific information about students' background, the school, community or the teaching/learning setting that should be taken into account in the design of an instructional unit.

**Cultural Background:** The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographic area or by the values of a local community.

**Developmentally Appropriate:** Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/or prior level of achievement.

**Disaggregated Data:** Data that is broken down to show difference among groups such as male vs. female, minority vs. majority populations, socioeconomic status vs. ability groups or individual students.

**Ethnic Group:** Group with a common ethnic origin often used interchangeable with race but also may refer to group with a common ancestral origin, such as Italian, German, Japanese, Bosnian, Laotian, etc.

**Formative Assessment:** Assessment of student's learning at points along the instructional process used to guide future instruction and learning.

**Geographic Location:** Name of city, town or school community that could be identified on a map.

**Goal:** A statement about long-term, more general achievements or outcomes that usually is not directly measurable.

**Indicators:** Statements about observable behaviors or performances that provide evidence a standard is being met or not met.

**Individual Needs:** Needs associated with unique characteristics, abilities or situations of individual students.

**Instructional Strategies:** Planned and sequenced activities or processes designed to achieve a set of learning targets or objectives.

**Instructional Unit:** A planned sequence of instruction usually over a period of two to four weeks that contains: a) specific learning outcomes related to national, state or local standards; b) an assessment plan to measure student learning; c) a sequence of learning activities designed for the students to be taught, including adaptations for students with special needs.

**Learning Modalities:** Usually refers to the preferred senses students use for learning, such as visual, auditory or kinesthetic.

**Learning Styles:** A general term to describe how students naturally learn and process information.

**Learning Target**
A general term that is used to replace learning objective and states more specifically what students should know and be able to do in measurable terms.
Levels of Learning: A general term used to differentiate between lower levels, such as memory and knowledge or a simple application; and higher levels that require more complex mental processes, such as analysis, making inferences and evaluative judgments.

Objective: Statements about expected achievements or outcomes that can be assessed by measurable performances.

Pre-Assessment: A determination of student’s level of learning or achievement of a learning target or objective prior to planned instruction.

Post-Assessment: A determination of student’s level of learning or achievement following instruction.

Race: Usually used to identify visible minority/majority groups such as African American, Hispanic, Asian American, native American, Pacific Islander, etc.

Sex/Gender: Used interchangeably referring to males vs. females.

Socioeconomic Status: Income level of home usually measured by eligibility for free and reduced lunch status. Usually, schools are required to determine and report percent of P-12 students who qualify for free and reduced lunches.

Special Needs: Usually a reference to learning disabilities, handicaps or challenges that require special accommodations for instruction and/or assessments. The term special needs also is used in references to high ability students that require special strategies to reach full potential.

Standards: General statements about learning expectations or what P-12 students or teacher candidates should know and be able to do.

Student Academic Growth: In the rules for administration of S.B. 10-191, student growth is a technical term that refers to academic growth on standardized measures from one period of time to another. Student learning, on the other hand, refers to measures of student learning against academic standards. In some cases, depending upon teaching assignments and available assessments, calculations of student growth are feasible and appropriate, and in some cases only measures of student learning are available. While S.B. 10-191 refers only to student academic growth, Colorado’s State Council for Educator Effectiveness has chosen to interpret this language as including measures of student learning where measures of student growth are not available. For the purposes of evaluating the validity and reliability of measures of student growth or learning, the SCEE suggests a general categorization of data into three broad categories such as these:

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>State criterion-referenced/standards-based data: CDE-certified student-level assessment data that is of a technical quality (standardized, external and objective) that allows student growth to be calculated for personnel in specific grades and subjects using the Colorado Growth Model, and justifies its use as a major portion of the educator’s student growth score effectiveness evaluation.</td>
<td>CSAP/TCAP</td>
</tr>
<tr>
<td>B</td>
<td>Student-level assessment data collected from district-created or vendor-created assessment tools that are comparable across classrooms with demonstrated rigor which meet CDE guidelines for technical quality. This category may also include assessments such as the SAT and ACT, and other norm-referenced tests. These measures may or may not allow for the calculation of student “growth.”</td>
<td>Scantron AIMSWeb NWEA</td>
</tr>
<tr>
<td>C</td>
<td>Student-level assessment data using unique teacher or school-based measures collected at the school or individual classroom level, which do not meet the higher technical requirements of Category A and Category B data but which do comply with minimal technical guidelines developed by CDE. These measures may be highly valid as measures of student/progress learning against standards, but will not technically allow for the calculation of student “growth.”</td>
<td>Formative assessments, common assessments</td>
</tr>
</tbody>
</table>

Student Work: Products produced by P-12 students that demonstrate performance with respect to specific learning objectives or outcome.

Summative Assessment: Assessment made at the end of a unit, course or program to determine student's overall achievement level, usually for the purpose of giving a summary score, grade or evaluation.
TWS Score Sheet

Professional Education Teacher Work Sample Scoring Sheet

Name of Person Preparing Work Sample ____________________________ Date Submitted ____________________________

Name of Person Assessing Work Sample ____________________________ Date Assessed ____________________________

Name of Person Assessing Work Sample ____________________________ Date Assessed ____________________________

<table>
<thead>
<tr>
<th>Section I: Contextual Factors</th>
<th>Section II: Unit Learning Goals</th>
<th>Section III: Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Community, Dist., School</td>
<td>A Alignment</td>
<td>A Pre &amp; Post</td>
</tr>
<tr>
<td>B Classroom</td>
<td>B Clarity</td>
<td>B Variety of methods</td>
</tr>
<tr>
<td>C Diversity</td>
<td>C Significance, Challenge</td>
<td>C Clarity of criteria</td>
</tr>
<tr>
<td>D Skills &amp; Prior Learning</td>
<td>D Variety</td>
<td>D Technical soundness</td>
</tr>
<tr>
<td>E Implications</td>
<td>E Appropriateness</td>
<td>E Adaptations</td>
</tr>
</tbody>
</table>

Total points earned: ___________/20

<table>
<thead>
<tr>
<th>Section IVa: Instructional Design</th>
<th>Section IVb: Discipline-Specific Factors</th>
<th>Section V: Instructional Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Alignment</td>
<td>A Alignment</td>
<td>A Alignment</td>
</tr>
<tr>
<td>B Structure</td>
<td>B Representation of Content</td>
<td>B Multiple Adjustments</td>
</tr>
<tr>
<td>C Variety</td>
<td>C Culturally Responsive</td>
<td>C Evidence/Data</td>
</tr>
<tr>
<td>D Contextual Information</td>
<td>D Effective Teaching Methods</td>
<td>D Individual Needs</td>
</tr>
<tr>
<td>E Technology</td>
<td>E SPA-Specific</td>
<td>E Sound Professional Practice</td>
</tr>
</tbody>
</table>

Total points earned: ___________/20

<table>
<thead>
<tr>
<th>Section VI: Analysis of Learning</th>
<th>Section VII: Reflection and Self Evaluation</th>
<th>Full TWS: Quality of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Alignment</td>
<td>A Alignment</td>
<td>A Ideas</td>
</tr>
<tr>
<td>B Disaggregation</td>
<td>B Interpretation</td>
<td>B Organization</td>
</tr>
<tr>
<td>C Clarity</td>
<td>C Insights</td>
<td>C Voice, WC, Sent Fluency</td>
</tr>
<tr>
<td>D Interpretation</td>
<td>D Future Teaching</td>
<td>D Conventions</td>
</tr>
<tr>
<td>E Impact on Learning</td>
<td>E Professional Development</td>
<td>E Presentation</td>
</tr>
</tbody>
</table>

Total points earned: ___________/20

Total points possible:
Secondary: 180 (80% = 144) Your Score = _____________

For each section:
60% = 12 points
80% = 16%

TWS Revision Oct.11