

# **Teacher Work Sample and Rubric**

## Overview of Teacher Work Sample (TWS)

### The Vision

Successful teacher candidates support learning by designing 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:

- The clinical teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The clinical teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The clinical teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The clinical teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The clinical teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The clinical teacher reflects on his or her instruction and student learning in order to improve teaching practice.

### Your Assignment

The TWS demonstrates seven teaching processes identified by research and best practice as fundamental to improving student learning. Each section of the TWS corresponds with one of those processes. In looking at your handbook, you notice a standard format: a listing of the **TWS Standard**, followed by an explanation of the **Task**, and a **Rubric** that defines various levels of performance on the standard. The standards and rubrics will be used to evaluate your TWS. The task directions guide you in documenting the extent to which you have met each standard.

You are required to teach a 3-4 lesson mini-unit for your TWS. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. While teaching the unit and afterwards, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

### Why is this Teacher Work Sample worth doing?

The TWS provides substantial evidence you are ready to begin your professional career as an educator. The development of a TWS will provide you with an authentic experience designed to develop in you "a teacher's way of thinking." More importantly, the TWS process will help promote

and document the development of a professional habit of mind to naturally think about the processes that will best ensure your students' learning.

Compiling a TWS provides you with a valuable professional growth experience and documentation of your ability to impact the learning of students.

Many teacher candidates have also found their TWS to be a valuable tool in gaining a teaching position because they can reference the physical artifacts documented in the seven sections of the TWS and use them during the interview process to "tell a story" about assessment-driven instruction and the teaching learning cycle.

## Format

- **Ownership.** Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (e) your university, (f) course number and title.
- **Table of Contents.** Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- **Appendix.** Charts, graphs and assessment instruments are required as part of the TWS document; include these documents in the Appendix. You may also want to provide other materials, such as student work. However, you should be very selective and make sure your supplementary materials provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- **Narrative length.** A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed forty (40) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- **References and Credits** (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under References and Credits. You should use American Psychological Association (APA) style as the format for your TWS (explained in the manual entitled *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*). This includes the format of your in-text citations, references, table and chart titles, and headings.
- **Anonymity.** In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

## Teaching Processes Assessed by the Teacher Work Sample

### Teaching Processes, TWS Standards, and Indicators

#### Contextual Factors

1. The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

- Knowledge of community, school, and classroom factors
- Knowledge of characteristics of students
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and prior learning
- Implications for instructional planning and assessment

#### Learning Goals

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

- Significance, Challenge and Variety
- Clarity
- Appropriateness for students
- Alignment with national, state or local standards

#### Assessment Plan

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

- Alignment with learning goals and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Technical soundness
- Adaptations based on the individual needs of students

#### Design for Instruction

4. The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

- Alignment with learning goals
- Accurate representation of content
- Lesson and unit structure
- Use of a variety of instruction, activities, assignments and resources
- Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
- Use of technology

#### Instructional Decision-Making

5. The teacher uses ongoing analysis of student learning to make instructional decisions.

- Sound professional practice
- Adjustments based on analysis of student learning
- Congruence between modifications and learning goals

**Analysis of Student Learning**

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

- Clarity and accuracy of presentation
- Alignment with learning goals
- Interpretation of data
- Evidence of impact on student learning

**Reflection and Self-Evaluation**

7. The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment among goals, instruction and assessment
- Implications for future teaching
- Implications for professional development

### **General Advice for Completing the TWS**

The TWS provides substantial evidence that you are ready to begin your professional career as an educator. The TWS is organized around the following eight sections, based upon the Standards in the previous section:

1. Contextual Factors
2. Learning Goals
3. Assessment
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Self-Evaluation and Reflection
8. Writing

From this point forward you will need to assume the role of a teacher and be accountable for your work by establishing a schedule to complete each of sections. Even though you are writing each section independently, it is important that each one connects to the others. Keep in mind that the work you produce is a reflection of your work ethic and the professional knowledge, skills, and disposition you have developed during your teacher preparation.

### **Some Suggestions**

- Start early! Read the following materials as soon as possible:
  - Read the TWS Task prompts (directions) and the scoring rubrics for each section. Pay particular attention to two sections: Analysis of Student Learning and Reflection/Self-Evaluation.
  - Meet with your cooperating teacher as soon as possible to plan the topic/goals and the dates of your unit-of-study.
  - Develop a workable schedule with your cooperating teacher for administering your pre- and post-assessments.

- Begin a daily “teaching and learning” journal now and align the journal to the 7 sections of the TWS (a suggestion is to have 7 sections in your journal). This handwritten or word-processed journal will be useful in documenting specific successes, challenges, frustrations, surprises, insights, and changes to your ongoing development of the TWS. Without the journal, it may be difficult to recall important information that belongs in the TWS.
- Check in, when necessary, with your course instructor about specific questions you may have regarding aligning your classroom experiences to the creation of the TWS.
- Keep samples of individual students’ work as they engage in small group, large group, or one-on-one activities. You will present and discuss this work in the Analysis of Student Learning section. (Remember to remove students’ names from all work you include.)
- Once you finish drafting a section of the TWS, plan to revisit it and update it periodically as you learn more.

### **Suggested Schedule for TWS Completion**

#### **Week 1-2:**

- ✓ Meet with your cooperating teacher to discuss the schedule and requirements for the TWS.
- ✓ Complete the Contextual Factors section.

#### **Weeks 3-4:**

- ✓ Consult with your cooperating teacher to make the unit you teach “workable” within the classroom context.
- ✓ Complete the Learning Goals and Assessment Plan
- ✓ Give pre-assessments to students (make copies of student papers or work)
- ✓ Analyze pre-assessment data and use the results to complete the Design for Instruction Section of the TWS.
- ✓ Using the pre-assessment data and advice from your cooperating teacher, select 4-5 students whose learning during the unit you will assess both formatively and summatively, analyze in detail, and document in the TWS. You may collect some of this data for all students but you will only be required to do detailed analysis and graphical documentation of student learning for the students in the smaller sample.

#### **Weeks 5-6:**

- ✓ Teach the unit
- ✓ Collect evidence of student learning (student work)
- ✓ Take notes for Instructional Decision-Making section of the TWS

#### **Weeks 6-7**

- ✓ Administer post-assessments
- ✓ Analyze post-assessment results and complete the rest of the TWS

During end of the clinical teaching experience, you will engage in a public sharing of the cohort's Teacher Work Samples. Each intern will present his/her TWS in an electronic presentation format. See Appendix for format and rubric.

## Contextual Factors

### TWS Standard

*The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

### Introduction

In this section of your TWS use the information about the demographics of your school and characteristics of your students. Make sure you include only those items called for below.

*Please make sure, as you complete this task and subsequent ones, that you pay careful attention both to the task description **and the rubric** to make sure you include all the information required for your TWS, while avoiding any extraneous material.*

### Task

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

- A. Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- B. 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.
- C. Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. If you will be teaching a small group rather than the whole class, you may speak briefly about the general characteristics of the class, but should focus on the characteristics of the subset of individuals who will be receiving your instruction. (For a small group, explain on what basis the students in this group were chosen. Identify each child with a pseudonym so you are able to speak about each of their characteristics and needs. If you will be teaching the whole class, you will identify and describe a sample group in a later section of the TWS.) Describe such factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, and/or students' skill levels. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- D. Instructional implications.** 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.

**Suggested Page Length:** 2-3 pages

### **Tips for Success**

1. This section should be written in present tense, because it sets the groundwork and explains how the Contextual Factors relate to student learning.
2. Define each factor as it relates to the classroom and students. Do not include extraneous information about the school or community.
3. In subsequent sections of the TWS, be sure to keep these contextual factors in mind while planning unit goals, assessments, activities, adaptations, and reflection on learning results.

## Learning Goals

### **TWS Standard**

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

### **Task**

Provide and justify the learning goals for the 3-4 lesson mini-unit you have chosen as the basis for your

TWS. If your mini-unit is based upon pre-developed curricular & instructional packages, indicate your source explicitly at the beginning of this section. \* (Remember also to use proper APA in-text citation and list the source in the References & Credits section at the end of your narrative.)

If you will be instructing a small group rather than the entire class, you will need to describe the characteristics of the individuals in this group and justify your learning goals in terms of their needs and prior knowledge.

- A. List the learning goals and an essential question** (Wiggins & McTighe, 2001), (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 measurable, 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.
- B. Show how the goals are aligned with local, state, or national standards.** (Identify the source of the standards and the letter or number of each.)
- C. Draw on Bloom's taxonomies** to categorize the learning domains emphasized in this unit.
- D. Discuss why your learning goals are appropriate** in terms of development; pre-requisite knowledge, skills; and other student needs.

**Suggested Page Length:** 2



## Assessment Plan

### TWS Standard

*The teacher 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) aligned with TEKS. Use multiple assessment modes and approaches 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 at least one student self-assessment. If possible, that self-assessment should provide evidence that the student is able to assess his or her own thinking/learning processes (meta-cognition). Describe why your assessments are appropriate for measuring learning at the levels of cognitive complexity you described in the Learning Goals section.

- A. **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 purpose of this overview is 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.
- B. **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. In the Appendix, include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, quizzes).
- C. **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 and have some ideas about how you might do it.

**Suggested Page Length:** 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table).

### **TWS Standard**

*The teacher 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, essential question, students' characteristics and needs, and the specific learning context. (This is a narrative synthesis of what is contained in your lesson plans for the unit.)

- A. **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals and essential question. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal and essential question. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- B. **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. Indicate the learning 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.
- C. **Learning 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:
- how the content relates to your instructional goal(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
- D. **Technology.** Describe how you will use technology in your planning and/or instruction.

**Suggested Page Length:** 4 + visual organizer

## Instructional Decision-Making

### **TWS Standard**

*The teacher uses on-going analysis of student learning to make instructional decisions.*

### **Task**

In a narrative summary, provide two examples of your instructional decision-making based on students' learning or responses.

- A. Think of a time during your unit when a student or group of students' learning or responses caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) *Cite specific evidence* to support your answers to the following:

- Describe the student’s learning or 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).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal(s).
- Describe what impact your modification had on student response or learning.

**B.** Now, think of one more time during your unit when another student or group of students’ learning or responses caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) *Cite specific evidence* to support your answers to the following:

- Describe the student’s learning or 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).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal(s).
- Describe what impact your modification had on student response or learning.

**Suggested Page Length: 4**

## Analysis of Student Learning

### **TWS Standard**

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

### **Introduction**

In this section of your Teacher Work Sample, you will

- a) collect and analyze assessment data from a class sub-group of 4-5 students and
- b) do an analysis of additional assessment data from one student.

In both sections of your analysis, you will collect and analyze data for **at least two of the learning goals** you articulated in the unit’s instructional objectives. **NOTE:** Your Teacher Work Sample evaluation is based upon the effectiveness of your planning, implementation and analysis, not upon whether or not all students achieved at a high level; do not hesitate to choose students with special learning needs or challenges for your analysis of student learning.

### **Sample group selection**

Depending on your classroom placement, you may have the opportunity to design and teach the instructional unit to a whole class or to a small group of students in the class; if you teach the whole

class, you will only be expected to analyze the data related to a sample-group of students. You will also do a more detailed analysis of the learning of one individual student.

If you teach your unit of instruction to a whole class, you will need to identify a sample of 4-5 students whose data you will analyze for the purposes of the Teacher Work Sample. If you teach your unit to a small group of 4-5 students, that group will be your sample.

## Task

In this section of the Teacher Work Sample, you will do group and individual analysis of assessment data related to student learning.

A. **Group Analysis:** In this section you will analyze the pre-, post-, and formative assessment data for all students in the group to determine to what extent each student achieved the two unit learning goals you've decided to focus upon. You will use visual representations and an accompanying narrative to explain to show the extent to which all students in the subgroup made progress toward the two learning goals—comparing their performance and making generalization, if possible, about the effectiveness of your instruction.

1. **Introduction:** First, briefly introduce the students in your sample group by explaining on what basis they were selected. (You or the teacher may have considered factors such as performance level, socioeconomic status, language proficiency, gender, or other criteria.)
2. **Learning Goals:** Identify at least two learning goals listed in the unit's instructional objectives that you will assess in this TWS section. Tip: Choose two learning goals that will lend themselves to the kind of analysis of student learning required by the Teacher Work Sample  
(Some may be too complex for this task, considering your time limitations.)
3. **Assessment Data – Before, During, and After:** In this section, you describe/present the assessment data you collected before, during and after the unit, focused on the two learning goals you chose for analysis.
4. **Evidence—Graphic Representation:** The purpose of this graphic is to provide a reader with an easily accessible overview of what you consider significant in your assessment data and enable the reader to see generalized results as well as easily compare different students' progress. You will create one or more graphic representations to indicate the extent to which your students made progress toward the learning criteria you identified for each goal. These graphic representations could include a graph, a chart, a table, etc., accompanied by any necessary labels to explain their meaning.
5. **Narrative Summary:** In the narrative section, you will summarize your analysis of students' learning in this unit, referring to the evidence (pre-/post/formative assessments and student work) you presented that demonstrates an impact on student learning. Evaluate the effectiveness of your instruction and provide a brief overview of what you would do next to support this group of students' learning, given your analysis.

**B. Individual Analysis:** In this section, you will look more closely at one student's learning and report on that individual's achievement, following many of the same procedures you used for group analysis, although in this section, your emphasis will be on individual student-based evidence of learning in the form of work samples, rather than on graphic representations of assessment data.

1. **Introduction:** First, select a student from your group for individual analysis; then explain how or why s/he was chosen. (Again, you or the teacher may have considered factors such as performance level, socioeconomic status, language proficiency, gender, or other criteria.)

2. **Additional Assessment Data and Analysis:** Present additional assessment data and/or do a more thorough analysis of the student's work that will further aid your ability to draw conclusions about the extent to which this student attained the two learning goals. For example, if your instructional unit focuses on mathematics, social studies, and/or science, determine what additional assessments and/or analysis of student work would aid you in drawing conclusions about the student's learning. Be sure to provide a brief introduction to any additional assessment data. Please include evidence of student self-assessment of their own thinking and learning whenever possible.

3. **Evidence:** Graphic representations such as charts, tables, etc., are not necessary for this section of the Analysis of Student Learning, but may be included if appropriate. Student work samples, which you can use as evidence to draw conclusions about the student's learning, will most likely be necessary. You may also wish to include digital photographs of artifacts or transcribed segments of interviews with students to give the reader insight into the details of this student's learning. To the extent possible, provide work samples that demonstrate a progression of learning.

4. **Narrative Summary:** Synthesize your analysis of this more detailed assessment data, presenting it in a format accessible for the reader. Connect your analysis to the two learning goals and describe the conclusions you can draw from your analysis in regard to the unit's impact on the student's learning. Finally, briefly note the next steps you would take to support this student's learning.

**Total Page Length:** 5-8 pages + graphic representations and student work samples.

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#### **Tips for Success**

1. Be sure to collect copies of student work and assessment data throughout your unit. These artifacts will provide the data that you will analyze and illustrate evidence of student learning.
2. Choose two learning goals from your unit that will lend themselves to the kind of analysis of student learning required by the Teacher Work Sample.
3. Only include examples of student work that are accompanied by an analysis that sheds light on students' progress or lack of progress toward the learning objectives you have chosen to focus upon for your TWS. Do not include extraneous copies of student work if they are not accompanied by analysis.

4. Do **not** include students' names on the examples of their work.  
This section should be completed in the past tense

## CLINICAL TEACHING TEACHER WORK SAMPLE—SCORE SUMMARY SHEET

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

TOTAL POINTS—Contextual Factors	/15
TOTAL POINTS—Learning Goals	/12
TOTAL POINTS—Assessment Plan	/15
TOTAL POINTS—Design for Instruction	/18
TOTAL POINTS—Instructional Decision-Making	/9
TOTAL POINTS—Analysis of Student Learning	/12
TOTAL POINTS—Reflection and Self-Evaluation	/15
TOTAL POINTS—Written Communication	/3
<b>TWS TOTAL POINTS</b>	<b>/100</b>

**Please note: Because the Teacher Work Sample a portion of the capstone performance assessment for clinical practice, in order to receive a passing grade on the TWS, the following two conditions must be met:**

- The clinical teacher must remedy any scores in the “Indicator Not Met” category. Scores at this level will require the deficient TWS section to be re-done and re-submitted, for a maximum gain of one point in that rubric row.
- The final TWS grade must be at least a “B”—which is a score of no lower than 80/100 points.

### Contextual Factors Rubric

## TWS Standard

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

Standards	Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 2.B COE:3,8,9 CAEP:2 INTASC: 1a,2a	Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
State: 2.B COE:10,11,14 CAEP:2 INTASC:1.a, 2.a	Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
State: 2.B, 2.C COE:3,10,11, CAEP:2 INTASC:1.d,2.g	Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn.	Teacher displays general knowledge about the different ways students learn.	Teacher displays general & specific understanding of the different ways students learn that may affect learning.	
State: 2.A, 2.C COE:5,8,11 CAEP:2 INTASC:1.h, 2,j	Knowledge of Students' Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
State: 2.B, 2.C, COE:1,4,7, CAEP:2 INTASC:1.b, 2.k	Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

## Learning Goals Rubric

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



<b>Standards</b>	<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Score</b>
State: 3a, 3.b COE:2,7,13 CAEP:2 INTASC:5.d,	Significance, Challenge and Variety	Goals and essential question reflect a limited range of learning domains and lack significance or challenge.	Goals and essential question reflect several learning domains but lack significance or challenge.	Goals and essential question reflect several learning domains and are significant and challenging.	
State: 3a, 3.b COE:4,6,10 CAEP:2 INTASC:7a,7b	Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
State: 3A, 3.B COE:3,5,120 CAEP:2 INTASC:7a, 7i	Appropriateness for Students	Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.	
State: 3a, 3.b COE:1,4,6 CAEP:2 INTASC:7.a	Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

## Assessment Plan Rubric

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

<b>Standards</b>	<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Score</b>
State: 3a, 3.b COE:1,4,10 CAEP:2 INTASC:7d,7i	Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
State: 3.b COE:1,7,10 CAEP:2 INTASC:	Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
State: 1.c, 2.a COE:1,7,13 CAEP:2 INTASC:7b, 7i	Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes, including student self-assessment, and assesses student performance throughout the instructional sequence.	
State: 5b COE:1,7,13 CAEP:2 INTASC:7k,	Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	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.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	

State: 5.a, 5.b COE:3,10,14 CAEP:2 INTASC:7n	Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	
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### Design for Instruction Rubric

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

Standard	Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 1.b,5.a COE:1,4,6 CAEP:2 INTASC:7a	Alignment with Learning Goals	Few lessons are explicitly linked to learning goals and essential question. Few learning activities, assignments and resources are aligned with learning goals and essential question. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals and essential question. . Most learning activities, assignments and resources are aligned with learning goals and essential question. . Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals and essential question. All learning activities, assignments and resources are aligned with learning goals and essential question. All learning goals are covered in the design.	
State: 3.b, 3.c COE:1,2,5 CAEP:2 INTASC:4a,4c	Accurate Representation of Content	Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
State: 1.a, 1.c COE:2,4,6 CAEP:2 INTASC:7g	Lesson and Unit Structure	The lessons within the unit are not logically organized (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	

State: 1.c, 1.e COE:4,5,6 CAEP:2 INTASC:7h	Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on single resource (e.g., textbook or work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
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State: 1.a, 1. C, 2.b,4.a COE:9,10,14 CAEP:2 INTASC:1.a, 2.a	Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
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State: 3.c COE:9 CAEP:2 INTASC:3.g,3.h, 5.I	Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	
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## Instructional Decision Making Rubric

**TWS Standard:** *The clinical teacher uses on-going analysis of student learning to make instructional decisions.*

<b>Standard</b>	<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Score</b>
State: 3.a, 3.b COE:2,10,13 CAEP:2 INTASC:5c,5d	Sound Professional Practice	Decisions regarding instructional modifications are inappropriate and not pedagogically sound.	Decisions regarding instructional modifications are mostly appropriate, but some decisions are not pedagogically sound.	Decisions regarding instructional modifications are pedagogically sound (i.e., they are likely to lead to student learning).	
State: 1.c,2.b COE:10,13,15 CAEP:2 INTASC:6a, 6b	Modifications Based on Analysis of Student Learning	Modifications are not based on the analysis of student learning, best practice, or contextual factors.	Modifications are based on the analysis of student learning, best practice, or contextual factors, but may not address individual needs or be accompanied by explanation of how the modifications improved student progress.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Explanation of how the modifications impacted student learning is included.	
State: 2.b, 2.c COE:1,4,10 CAEP:2 INTASC:6d, 6h	Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

## Analysis of Student Learning Rubric

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

<b>Standards</b>	<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Score</b>
State: 5.c COE:6,7,13 CAEP:2 INTASC:6b	Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors in representing the data.	Presentation is easy to understand and contains no errors in representing the data.	
State: 1.b,3.b COE:1,7,13 CAEP:2 INTASC:2f,	Alignment with two Learning Goals	Analysis of student learning is not aligned with two targeted learning goals.	Analysis of student learning is partially aligned with two targeted learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the subgroup and individual.	Analysis is fully aligned with two targeted learning goals and provides a comprehensive profile of student learning for the subgroup and enough student based evidence to draw conclusions about one individual's profile of achievement and learning needs.	
State: 1.c,5.a COE:6,7,13 CAEP:2 INTASC:6a,	Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data, including next steps for group and individual.	
State: 5.b, 5.d COE:2,6,7 CAEP:2 INTASC:6k	Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning both in terms of number of students who achieved and made progress toward each learning goal, and in terms of the effectiveness of instruction for one individual.	

## Reflection and Self-Evaluation Rubric

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

Standard	Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
State: 5.a, 5.c, COE:4,7,13 CAEP:2 INTASC:7i, 7l	Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
State: 5.c COE:1,7,13 CAEP:2 INTASC:7m	Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
State: 5.a, 5.c COE:1,4,13 CAEP:2 INTASC:7l, 7m	Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
State: 5.b, 5.d COE:4,5,7 CAEP:2 INTASC:6c, 6i	Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers either no rationale or a dubious one for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	

<p>State: 5.a,5.d  COE: 4,7,13  CAEP:2  INTASC:6h, 6i</p>	<p>Implications for Professional Development</p>	<p>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</p>	<p>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provide a vague plan for meeting the goals.</p>	<p>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</p>	
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## Written Communication Rubric

**TSW Standard: Communication and Technology**

*The clinical teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

**WWU Writing Proficiency Standard:**

*The student knows and applies the conventions of standard edited English.*

Standards	Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	4 Indicator Met	Score
State: 6.a COE:17 CAEP:2 INTASC:10s, 10t	Conventions of written communication	Demonstrates limited ability to eliminate errors in grammar, spelling, punctuation, and other conventions of standard written English  Does not use a reader-friendly genre & appropriate format for text and visuals  Misses or inaccurately documents ideas derived from other sources  Often fails to use APA format or other designated assignment conventions for in-text citations, references, table and chart titles, and headings.	Demonstrates ability to eliminate most errors in grammar, spelling, punctuation, and other conventions of standard written English  Sometimes uses a reader friendly genre & appropriate format for text and visuals  Accurately documents most ideas derived from other sources  Uses APA format or other designated assignment conventions for most in-text citations, references, table and chart titles, and headings.	Demonstrates ability to thoroughly eliminate errors in grammar, spelling, punctuation, and other conventions of standard written English  Consistently uses a reader friendly genre & appropriate format for text and visuals  Accurately and completely documents ideas derived from other sources  Consistently uses APA format or other designated assignment conventions for in-text citations, references, table and chart titles, and headings.	
<b>TOTAL POINTS—Written Communication</b>					<b>/4</b>

