



# Teacher Work Sample

## Guidelines for Preparation & Rubric<sup>1</sup>

<http://www.oswego.edu/~educate/twsguide&rubric.pdf>

Guidelines Revised July 2006 • Rubric Revised August 2006

## What is a Teacher Work Sample?

A Teacher Work Sample (TWS) is a product that demonstrates your ability to plan, deliver, and assess a standards based instructional sequence; document student performance; and reflect upon the effects of your instruction on student learning. Through your Teacher Work Sample, you will provide evidence of your performance relative to the following standards:

- 1 **Learning-Teaching Contextual Factors:** The candidate uses information about the learning/teaching context and student individual differences to plan culturally-relevant instruction and assessments of student learning.
- 2 **Learning Goals & Objectives:** The candidate sets significant, challenging, varied and appropriate learning goals/objectives.
- 3 **Assessment Plan:** The candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.
- 4 **Instructional Sequence:** The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
- 5 **Analysis of Student Learning:** The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- 6 **Evaluation and Reflection:** The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

## Required Components and Format of the Teacher Work Sample

Your Teacher Work Sample must include all six components listed above. Suggested page numbers for each section are provided; consult your instructor for more information.

If you submit your TWS as hard copy, it must be word-processed, double-spaced, and error-free; you should provide a Table of Contents that lists the sections of your Teacher Work Sample and the page numbers.

Your instructor will determine the number of lessons and the duration of the instructional sequence required for your Teacher Work Sample. You will teach lessons required by your instructor, and complete a written report for your Teacher Work Sample. You will submit your Teacher Work Sample to your instructor by the deadline date listed in your course syllabus. Your Teacher Work Sample will be evaluated using the scoring rubric in this document.

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<sup>1</sup> Guidelines and rubric adapted in July 2002 and modified in October 2004, August 2005, January and July/August 2006 as a model for use in teacher education classes at SUNY Oswego, based on a similar document in use at Idaho State University, dated October 2001. The *Renaissance Partnership for Improving Teacher Quality* (<http://fp.uni.edu/itq>) has developed the TWS approach to documenting K-12 student learning with support from US Department of Education Title II funding.

## 1 Learning-Teaching Context (approximately 3+ pages)

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In this section of your Teacher Work Sample, you must describe the context in which you teach including the culturally-relevant characteristics of the school, classroom, and students. The Learning-Teaching Context section of your Teacher Work Sample must incorporate your knowledge of individual differences; learner characteristics (e.g., race, class, gender, ability, linguistic community, etc); and the social, cultural, and physical environmental factors that impact learning and teaching. *You should describe only those factors in the learning-teaching context that directly impact your teaching and student learning. For each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students' learning.*

**School characteristics.** Provide a brief description of the school including the type of school and grade/subject configuration. (See New York State data at <http://www.just4kids.org/> or <http://emsc33.nysed.gov/irts/reportcard/>; and your school district web site, e.g., [http://www.oswegoboces.org/about/about\\_districts.asp](http://www.oswegoboces.org/about/about_districts.asp) and <http://www.ocmboces.org/OCM/schools/admin2.html>.) Then describe major characteristics of the school that impact your instructional planning, delivery, and assessment. You should include any district or state mandates, such as required texts, curricula, and content standards, services available in the school for students with special needs, and the culturally-relevant characteristics of the local neighborhood in which the school is located. *Remember, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students' learning.*

**Classroom characteristics.** Describe the classroom in which you are teaching the instructional sequence presented in your Teacher Work Sample. You should describe the classroom rules and routines, physical arrangements, grouping patterns, and scheduling that affect learning and teaching (e.g., push-ins, pull-outs, teaming, etc). *Again, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students' learning.*

**Student characteristics.** Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs. *Remember, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students' learning.*

## 2 Learning Goals/Objectives (approximately 2+ pages)

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In this section of your Teacher Work Sample, you must list the learning goals/objectives that guide the planning, delivery, and assessment of your instructional sequence in the left hand column of the chart on the next page. The objectives associated with each goal must clearly define what you expect students to know and be able to do as a result of the instructional sequence. The instructional sequence you use for your Teacher Work Sample must include goals and observable learning outcomes addressing all three of the following areas: (1) content, (2) skills, and (3) attitudes or dispositions. Some goals must be at the application or higher level of Bloom's taxonomy. Definitions of the areas and sample achievement goals/objectives are available from your instructor.

This section of your Teacher Work Sample must also present a narrative rationale for selecting the learning goals/objectives for your instructional sequence. In your rationale, you must identify how your learning goals/objectives (1) incorporate important ideas and accurate content, that are linked to national, state, and local standards; (2) match students' current progress and development; (3) are responsive to student diversity and modified for individual differences; and (4) align with the classroom teacher's learning goals/objectives. The New York State Learning Standards can be found at <http://usny32.nysed.gov/teachers/nyslearningstandards.html> and are summarized at <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>. Effective strategies for adapting instruction and assessments to meet goals/objectives appropriate for diverse students can be found at <http://www.cast.org/teachingeverystudent/> and are summarized at <http://www.cast.org/research/udl/index.html>.

## 3 Assessment Plan (approximately 2-3+ pages, plus copies of assessments)

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In this section of your Teacher Work Sample, you must design an assessment plan used to monitor student progress toward the learning goals/objectives, and summarize your plan in a chart. You should include at least one assessment measure for assessing student content understanding before instruction (pre-assessments) and after instruction (post or summative assessments). You should also include a variety of assessments of your skill and attitude/disposition goals, as well as your content goals. These assessments should correlate to the developmental levels and individual needs of all students in your classroom, and reflect sound practice with clear, high expectations for performance.

Assessment methods may include paper-and-pencil assessments (i.e., multiple-choice tests and quizzes, essay examinations, written problems, etc.); performance assessments (i.e., reading aloud, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.); and personal communications (i.e., questions posed and answered during instruction, interviews, conferences, etc.).

The key to writing this section of your Teacher Work Sample is the alignment between your learning goal/objectives and your assessment methods. Your chart should list each goal/objective; the assessment(s) used to describe student performance and criteria for satisfactory performance; a rationale for each assessment that explains why you chose or developed the assessment; and any adaptations of the assessments for the individual differences and special needs of the students in your classroom, using the format below. A sample chart is available at <http://www.oswego.edu/~educate/twsexample.pdf>.

You must include copies (in an appendix or in your lesson plans) of the assessments and/or prompts and student directions for the assessments for each entry in the table.

Finally, in a narrative, identify and describe two assessments that you intend to collect from your students and analyze as evidence of student achievement. For both assessments, you should record attributes of diversity for each student (e.g., race, gender, socioeconomic status, etc) to form subgroups that you will subsequently analyze for student learning.

1. One assessment must be a pre-and post-assessment of student learning relative to one of your content objectives. You should plan to record scores on pre- and post-tests from at least one class (minimum of 15-20 students) to make reasonable inferences about student learning.
2. The other assessment should measure performance on one of your skill or attitude/disposition objectives. It could also be an alternative assessment of a higher-order thinking skill objective. Give a brief rationale for why you chose this second assessment. For your second assessment, you should plan to photocopy multiple examples from students at high, average, and low levels of performance for analysis; you will select a few representative examples to include in your Analysis of Student Learning section below.

**Chart in Support of Standards 2 & 3:**

Goals	Objectives/Observable Learning Outcomes	Assessments & Performance Criteria	Rationale	Planning for Accessibility/Adaptations
Content Goal 1	Describe observable learning outcomes for each goal	Pre- and post-assessment of content understanding	Why you chose or developed each assessment for each goal/objective	How you adapted each assessment for specific individual differences and special needs of students in your classroom
Content Goal 2...		Other kinds of assessments...		
Process/Skill Goal 3 Process/Skill Goal 4...				
Attitude/Disposition Goal 5 Attitude/Disposition Goal 6...				

**4 Instructional Sequence**

This section of your Teacher Work Sample must include the required number of individual lesson plans for the learning activities in your instructional sequence. A learning activity can take many forms including, but not limited to, direct whole-group instruction, learning centers, teacher-directed activity, hands-on inquiry, small-group experiences, cooperative learning, etc. The learning activities in your Teacher Work Sample must incorporate at least three different instructional strategies. The specific format for writing learning activity plans is available from your instructor. Your description of each learning activity should include the following items:

- Grades/developmental levels
- Lesson objectives – content, skills, attitudes/dispositions
- Assessments
- Materials and resources
- Procedures and timeline
- Modifications of instruction for specific student individual differences and special needs
- How integration of technology is included in the learning activity
- How outreach to families and/or community outside the classroom is included in the learning activity
- Analysis of student learning
- Reflection on the lesson

## 5 Analysis of Student Learning with Examples of Student Work

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(approximately 1-2+ pages, plus student work samples and any charts/graphs/tables created to support your analysis)

In this section of your Teacher Work Sample, you must provide a narrative summary, examples of student work, and graphs or charts to describe the student learning that occurred as a result of the instructional sequence. Your analysis of student learning should provide data for at least two of the learning goals/objectives addressed in the instructional sequence. You must analyze your data to report the performance of the whole class and subgroups of the class on a pre-assessment and post-assessment (<http://www.oswego.edu/~educate/preposttestanalysis.xls>).

Whole class analysis. Present data for all the students in the class on a pre-assessment and post-assessment to draw conclusions about the extent to which the whole class attained at least one content objective addressed in the instructional sequence. Provide a graphic representation to compare pre- and post-assessment results and explain what the graph illustrates. Also describe and analyze student performance on one of your skill, attitude/disposition, or higher-order thinking objectives. Include representative examples of student work to support your analysis.

Subgroup analysis. Select a diversity characteristic that you expect to have an impact on student learning to analyze (e.g., gender, race, socioeconomic status, ability level, language proficiency, level of family support, etc). Form one or more student subgroup(s) based on that distinguishing characteristic. Explain why it is important to understand the learning of student in these subgroup(s) in relation to both of the learning objectives you have chosen to assess. Use the disaggregated achievement data from these subgroup(s) to draw conclusions about the extent to which student in these subgroup(s) attained both of your learning objectives. Provide a graphic representation to compare pre- and post-assessment results from these subgroup(s) as you did for the whole group above. Explain what the graph(s) and your other assessment data for these subgroup(s) illustrate about the learning of student in these subgroup(s) in comparison to the whole class.

## 6 Evaluation and Reflection (approximately 2+ pages)

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For the final section of your Teacher Work Sample, you must write a reflective essay in which you evaluate the effectiveness of your instructional sequence and reflect on your teaching practice and its impact on student learning. You must address the following questions:

- Were the goals/objectives for your instructional sequence met? Provide evidence for your response.
  - How did you change your planned instructional sequence as the lessons were actually taught?
  - What questions or issues does this instructional sequence reveal about your teaching or the students in your classroom?
  - Were you able to implement the principles of culturally-relevant teaching in your instructional sequence? Provide examples where you think you (1) were particularly successful and (2) could enhance this aspect of your teaching in the future.
  - What aspects of your instructional sequence were especially successful or effective? Why?
  - How might you teach this instructional sequence differently if you were to do it again? Why?
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# Teacher Work Sample Scoring Rubric<sup>1</sup>

Revised August 2006

Candidate: \_\_\_\_\_

Instructor: \_\_\_\_\_

Course/Program: \_\_\_\_\_

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

Directions: A Teacher Work Sample is evaluated on each of the six standards described in the six scoring tables below – contextual factors, student learning goals/objectives, assessment plan, instructional sequence, analysis of student learning, and evaluation and reflection. Each standard has indicators that explain how a candidate is expected to perform to meet that standard. Faculty and cooperating teachers should (1) use the scale within the top portion of each scoring table below to give the candidate specific feedback on his/her level of performance on each indicator; (2) provide an overall score on the entire standard at the bottom of the standard table; and (3) provide comments, praise or recommendations for improvement about specific or overall performance on the standard. An overall score of “outstanding” on a standard should only be used for exceptional performance (i.e. among the top 5-10% of beginning teachers observed over an entire professional career); it is unlikely that any beginning teacher could objectively be “outstanding” overall on all six standards.

**Learning-Teaching Contextual Factors Standard 1: *The candidate uses information about the learning/teaching context and student individual differences to plan culturally-relevant instruction and assessments of student learning.***

Indicators	Quality Rating				
Knowledge of Community, School and Classroom Factors	<input type="checkbox"/> 0=Indicator Not Met Context analysis displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2= Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Context analysis displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Knowledge of Individual Student Characteristics, Skills & Approaches to Learning	<input type="checkbox"/> 0=Indicator Not Met Context analysis displays minimal, stereotypical, or irrelevant knowledge of student differences – development, interests, culture, abilities/disabilities, skills, prior learning, learning styles/modalities.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Context analysis displays general & specific understanding of student differences that may affect learning – development, interests, culture, abilities/disabilities, skills, prior learning, learning styles/modalities.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Implications for Instructional Planning and Assessment	<input type="checkbox"/> 0=Indicator Not Met Context analysis does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics and/or provides inappropriate implications.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Context analysis provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Overall Learning-Teaching Context Score: Comments:	Not Met.....Met <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Outstanding <input type="checkbox"/> 4 (for exceptional overall performance only)		OPTIONAL Total Indicator Score for Standard: _____/9

<sup>1</sup> Rubric created in July 2002; modified in October 2004; revised significantly in August 2005; and modified in August 2006 as a model for use in teacher education classes at SUNY Oswego. The SUNY Oswego Teacher Work Sample model is based on a validated scoring rubric in use at Idaho State University, dated May 2000. The *Renaissance Partnership for Improving Teacher Quality* (<http://fp.uni.edu/itq>) has developed the TWS approach to documenting K-12 student learning with support from US Department of Education Title II funding.

**Learning Goals/Objectives Standard 2: *The candidate sets significant, challenging, varied and appropriate learning goals/objectives.***

Indicators	Quality Rating				
Significance of Goals/Objectives and Alignment with National, State or Local Standards	<input type="checkbox"/> 0=Indicator Not Met Goals are trivial and/or not consistent with objectives and/or not aligned with national, state or local standards.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Goals/objectives incorporate important ideas and accurate content; are explicitly aligned with national, state or local standards; and align with those of classroom teacher	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Clarity of Objectives	<input type="checkbox"/> 0=Indicator Not Met Objectives are not stated clearly and/or are activities rather than learning outcomes.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Objectives are clearly stated as learning outcomes.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Rationale for Objectives	<input type="checkbox"/> 0=Indicator Not Met Rationale for selection of objectives is unclear, unpersuasive and/or incomplete	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Rationale for objectives effectively addresses significance; challenge; and student developmental level and diversity	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Challenge and Variety of Objectives in Support of Authentic Learning	<input type="checkbox"/> 0=Indicator Not Met Objectives reflect only one type or level of learning, and/or lack significance or challenge	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Objectives address a variety of learning outcomes (content, skills, attitudes/dispositions) that include challenging higher-order thinking skills.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Developmental Appropriateness of Objectives For Students	<input type="checkbox"/> 0=Indicator Not Met Objectives are not developmentally appropriate; and/or do not match current student pre-requisite knowledge, skills, and experiences.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Objectives are developmentally appropriate and match current student pre-requisite knowledge, skills, and experiences.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Responsiveness of Objectives to Student Diversity	<input type="checkbox"/> 0=Indicator Not Met Objectives do not reflect student diversity; and/or are not modified for individual differences	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Objectives are responsive to student diversity and modified for individual differences	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Overall Student Learning Goals Score: Comments:	Not Met.....Met <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Outstanding <input type="checkbox"/> 4 (for exceptional overall performance only)	OPTIONAL Total Indicator Score for Standard: _____/18	

**Assessment Plan Standard 3: *The candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.***

Indicators	Quality Rating				
Alignment with Learning Objectives and Instruction	<input type="checkbox"/> 0=Indicator Not Met Content and methods of assessment lack congruence with learning objectives and/or lack cognitive complexity.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Each learning objective is assessed; assessments are congruent with learning objectives in content and cognitive complexity.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Multiple Modes and Approaches in Support of Authentic Learning	<input type="checkbox"/> 0=Indicator Not Met Assessment plan includes only one assessment mode; does not assess performance or higher order thinking skills throughout instruction.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Assessment plan uses multiple modes; and assesses performance and higher order thinking skills throughout the instructional sequence.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Technical Soundness & Clarity of Performance Criteria	<input type="checkbox"/> 0=Indicator Not Met Assessments are not valid; are unclear; and/or lack clear criteria for measuring student performance relative to learning objectives.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Assessments are valid with clear procedures; performance criteria are clear and explicitly linked to learning objectives.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Adaptations Based on the Individual Needs of Diverse Students	<input type="checkbox"/> 0=Indicator Not Met Assessments are not adapted to meet individual student needs; or assessments and/or adaptations are inappropriate.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Assessments are adapted to meet the individual needs of most students.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Assessment Plan Narrative	<input type="checkbox"/> 0=Indicator Not Met Required pre/post content assessment; assessment of skill/attitude/higher order thinking; and/or subscore analysis plan are missing or inadequate.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Assessment plan narrative describes appropriate pre/post content assessment; assessment of skill/attitude /higher order thinking; and subscore analysis plan	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Overall Assessment Plan Score: Comments:	Not Met.....Met <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Outstanding <input type="checkbox"/> 4 (for exceptional overall performance only)	OPTIONAL Total Indicator Score for Standard: _____/15	

**Instructional Sequence Standard 4: *The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.***

Indicators	Quality Rating				
<b>Alignment with Learning Objectives</b>	<input type="checkbox"/> 0=Indicator Not Met Lessons, learning activities, assignments and resources are not aligned with learning objectives. Not all learning objectives are covered in the instructional sequence.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met All lessons, learning activities and resources are aligned with learning objectives. All learning objectives are covered in the instructional sequence.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Accurate Representation of Content</b>	<input type="checkbox"/> 0=Indicator Not Met Content contains numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Content is generally accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Opportunities for Authentic Learning</b>	<input type="checkbox"/> 0=Indicator Not Met Most lessons, learning activities and resources are teacher-centered and/or oriented toward low-level content comprehension with little or ineffective effort made to engage interests of diverse students	<input type="checkbox"/> 1=Indicator Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met All lessons, learning activities and resources are student-centered and engaging; provide opportunities and expectations for higher-order, active, reflective learning by diverse students.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Cultural-Responsiveness</b>	<input type="checkbox"/> 0=Indicator Not Met Displays little or inadequate attention to the cultural relevance of the content, skills and attitudes/dispositions included in lessons, learning activities and resources.	<input type="checkbox"/> 1=Indicator Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Lessons, learning activities and resources are selected and designed to enhance the cultural relevance of the learning experience for students.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Lesson and Unit Structure</b>	<input type="checkbox"/> 0=Indicator Not Met The lessons within the unit are not logically organized organization (e.g., sequenced).	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Use of a Variety of Instruction, Activities and Resources Reflecting Best Practice</b>	<input type="checkbox"/> 0=Indicator Not Met Inadequate variety in instruction, activities and resources and/or heavy reliance on textbook or single resource (e.g., work sheets); instructional strategies are not based on best practice.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Significant variety across instruction, activities and resources. This variety is research-based and makes a clear contribution to learning.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Use of Technology</b>	<input type="checkbox"/> 0=Indicator Not Met Technology is inappropriately used; or candidate does not use technology and fails to provide a rationale.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Technology integration makes a significant contribution to teaching and learning or a strong rationale is provided for not using technology.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Appropriate Developmental Level</b>	<input type="checkbox"/> 0=Indicator Not Met Instruction is developmentally inappropriate in some or all domains; inadequate attempt made to link new ideas to previous experience; activities do not appear productive for some/many students.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Lessons, learning activities and resources correspond to student developmental level (cognitive, social, emotional, moral, and physical); match prior knowledge (pre-assessment data); and link new ideas to familiar ideas.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Modifications Based on Analysis of Student Learning</b>	<input type="checkbox"/> 0=Indicator Not Met Teacher treats class as "one plan fits all" with no modifications; and/or modifications lack congruence with learning objectives.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Appropriate modifications are consistent with learning objectives; address individual student needs; are informed by the analysis of student learning/performance, best practice, and contextual factors; and include explanation of benefit to student progress.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Collaboration with Families and the Community</b>	<input type="checkbox"/> 0=Indicator Not Met Instructional sequence provides inadequate opportunity to interact with other students or adults beyond the classroom.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Provides opportunities for teacher and student collaboration with other classrooms, families, and/or community members beyond the classroom.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
<b>Overall Instructional Sequence Score:</b> Comments:	Not Met.....Met <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3    Outstanding <input type="checkbox"/> 4 (for exceptional overall performance only)    OPTIONAL Total Indicator Score for Standard: _____/30				

**Analysis of Student Learning Standard 5: *The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.***

Indicators	Quality Rating				
Alignment with Learning Objectives	<input type="checkbox"/> 0=Indicator Not Met Selected assessments and analysis of student learning are not aligned with key learning objectives.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Selected assessments and analysis of student data are fully aligned with key learning objectives.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Clarity and Accuracy of Data Presentation and Analysis	<input type="checkbox"/> 0=Indicator Not Met Data summaries are not clear and accurate; and/or do not accurately reflect the data.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Data summaries are easy to understand and contain no errors of representation.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Interpretation of Data	<input type="checkbox"/> 0=Indicator Not Met Interpretation is inaccurate, and conclusions are missing or unsupported by data.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Interpretation is meaningful, and appropriate conclusions are drawn from the data.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Evidence of Impact on Student Learning	<input type="checkbox"/> 0=Indicator Not Met Analysis of student learning fails to include evidence of impact on student learning including numbers and characteristics of diverse individuals and/or subgroups that did or did not made progress toward learning objectives.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Student data and analysis of student learning includes evidence of the impact on student learning, and provides a quantitative and qualitative profile of student learning for diverse individuals and subgroups.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Overall Analysis of Student Learning Score: Comments:	Not Met.....Met <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Outstanding <input type="checkbox"/> 4 (for exceptional overall performance only)	OPTIONAL Total Indicator Score for Standard: _____/12	

**Evaluation and Reflection Standard 6: *The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.***

Indicators	Quality Rating				
Interpretation of Student Learning	<input type="checkbox"/> 0=Indicator Not Met No evidence or reasons provided to support conclusions; alternative hypotheses about results are missing; performance of some individuals or subgroups is not discussed.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Uses evidence from "Analysis of Student Learning" section to explore multiple hypotheses about the extent to which learning goals/objectives were met or not met by diverse individuals or groups of students.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Insights on Effective Instruction and Assessment	<input type="checkbox"/> 0=Indicator Not Met Provides no rationale for why some activities or assessments were more successful than others.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Identifies successful and unsuccessful activities and assessments; and provides plausible reasons (based on theory or research) for their success or failure	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Reflection on Authentic Learning and Social Justice	<input type="checkbox"/> 0=Indicator Not Met Provides no analysis/reflection and/or displays inadequate understanding of the impact of instruction on opportunities for authentic learning in a socially-just school environment.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Reflects on aspects of instruction that inspired/inhibited authentic learning for students and enhanced/detracted from the cultural relevance of the learning experience for students.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Implications for Future Teaching	<input type="checkbox"/> 0=Indicator Not Met Provides no ideas or inappropriate ideas for redesigning learning goals/objectives, instruction, and assessment.	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met Provides effective ideas for redesigning learning goals/objectives, instruction, and assessment and explains why these modifications would improve student learning.	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
Overall Evaluation & Reflection Score: Comments:	Not Met.....Met <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Outstanding <input type="checkbox"/> 4 (for exceptional overall performance only)	OPTIONAL Total Score for Standard: _____/12	

OPTIONAL  
Total Indicator Score  
For Standards 1-6: \_\_\_\_\_/96

**Optional Grading Criteria (Instructors may use this page to add other grading criteria to calculate a final TWS grade)**

Indicators	Quality Rating				
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)
	<input type="checkbox"/> 0=Indicator Not Met	<input type="checkbox"/> 1=Not Met But Some Competencies Are Emerging See Comments	<input type="checkbox"/> 2=Met But Some Competencies Need Development See Comments	<input type="checkbox"/> 3=Indicator Met	<input type="checkbox"/> 4=Outstanding Candidate displays performance expected of an exemplary master teacher (see comments)

Overall Instructor Criteria Score:  0  1  2  3  4 (for exceptional overall performance only)  Outstanding

Comments: \_\_\_\_\_

OPTIONAL Total Indicator Score For Instructor Criteria: \_\_\_\_\_/24