

Teacher Work Sample (TWS) Evaluation

Student Teacher: _____ Date: _____ Grade:

Cooperating Teacher: _____ Course # _____

Clinical Faculty: _____ Grade Level / Subject: _____

EVALUATION OF TWS

1	=	Not Met	Meets minimal expectations for the element as stated in the not met column; often needs support to perform at acceptable level.
2	=	Met	Meets expectations for the element as stated in the met column; requires occasional minimal support.
3	=	Target	Meets or exceeds expectations for the element as stated in the target column; is confidently and consistently meeting expectations, needs little, if any, support/guidance.

I. Contextual Factors, Goal(s), Rationale, Learner Outcomes and Assessment					
	Elements	Not Met = 1 <i>The candidate did not meet the indicator for the following reason(s):</i>	Met = 2 <i>The candidate developed a clear, comprehensive assessment plan aligned with the unit learner outcomes, which adequately addressed each of the following:</i>	Target = 3 <i>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</i>	Score
I.A.	Contextual Factors NJ PST: 11	<ul style="list-style-type: none"> Not all required elements reported 	<ul style="list-style-type: none"> All required elements reported 	<ul style="list-style-type: none"> All required elements are reported and candidates provides contextual factors beyond those required 	
I.B.	Goal(s) NJ PST: 1,4,5	<ul style="list-style-type: none"> Unit goal(s) missing or incorrectly written 	<ul style="list-style-type: none"> Goal(s) clearly stated 	<ul style="list-style-type: none"> Goal(s) clearly and concisely stated 	
I.C.	Learner Outcomes NJ PST: 1,4, 5, 7	<ul style="list-style-type: none"> Missing for some lessons or objectives only, the unit criteria were either unclear or missing 	<ul style="list-style-type: none"> Clearly stated and correctly written learner outcomes for each lesson, the unit criteria, and clear scoring guides for all assessments 	<ul style="list-style-type: none"> Clearly and correctly written and concisely stated learner outcomes for every lesson, excellent unit criteria and scoring guides for all assessments 	
I.D.		<ul style="list-style-type: none"> Learner outcomes are missing or not coded to standards 	<ul style="list-style-type: none"> Most learner outcomes coded correctly to standards 	<ul style="list-style-type: none"> All learner outcomes coded correctly to standards 	
I.E.		<ul style="list-style-type: none"> Monitoring was limited or nonexistent 	<ul style="list-style-type: none"> Monitoring and recording information of learners' progress throughout the unit 	<ul style="list-style-type: none"> Monitoring of learners' progress was evident throughout the unit 	
I.F.	Rationale for the Unit	<ul style="list-style-type: none"> No connection to real-world 	<ul style="list-style-type: none"> An attempt is made to connect unit to 	<ul style="list-style-type: none"> Unit is meaningfully connected to real- 	

	NJPST: 1,4,5	applications mentioned	real-world applications but applications are trivial	world	
I.G.		<ul style="list-style-type: none"> No mention of Board of Education approved curriculum 	<ul style="list-style-type: none"> Unit in Board of Education approved curriculum mentioned 	<ul style="list-style-type: none"> Unit in Board of Education approved curriculum mentioned and elaborated upon 	
I.H.		<ul style="list-style-type: none"> No mention of NJCCCS, Common Core State Standards or relevant national standards 	<ul style="list-style-type: none"> Appropriate NJCCCS, Common Core State Standards and relevant national standards as justification for unit 	<ul style="list-style-type: none"> Appropriate NJCCCS, Common Core State Standards and relevant national standards mentioned as justification for unit with actual standard statements embedded in narrative 	
I.I.		<ul style="list-style-type: none"> limited or no utilization of differentiated instruction and instructional strategies that focus on student learning 	<ul style="list-style-type: none"> utilization of differentiated instruction and instructional strategies that focus on student learning 	<ul style="list-style-type: none"> comprehensive utilization of differentiated instruction and instructional strategies that focus on student learning 	
I.J.	Multiple Modes of Assessment, Instructional Strategies and Differentiated Instruction NJPST: 3,4,5,6,8 Technical Soundness NJPST: 5	<ul style="list-style-type: none"> Incomplete description of unit assessments; did not use multiple forms of assessment or used less than three to monitor student understanding 	<ul style="list-style-type: none"> All assessments described with utilization of multiple (at least three) forms of assessment to monitor student understanding during the teaching of the unit 	<ul style="list-style-type: none"> All assessments described with utilization of at least four forms of assessment to monitor student understanding during the teaching of the unit 	
I.K.		<ul style="list-style-type: none"> Did not develop summative assessment or measured only some learner outcomes 	<ul style="list-style-type: none"> Summative assessment included in plan 	<ul style="list-style-type: none"> Comprehensive summative assessment included in plan 	
I.L.		<ul style="list-style-type: none"> Therefore summative assessment is not correlated to standards 	<ul style="list-style-type: none"> Summative assessment and most formative assessments correlated to standards 	<ul style="list-style-type: none"> Summative and formative assessments aligned with standards 	
I.M.		<ul style="list-style-type: none"> Some assessments were valid 	<ul style="list-style-type: none"> All assessments were valid of one or more learner outcome 	<ul style="list-style-type: none"> All assessments are valid and aligned with learner outcomes 	
I.N.	TWS Appendix Information NJPST: 8	<ul style="list-style-type: none"> Missing some or all of the required information/data in TWS Appendix A 	<ul style="list-style-type: none"> All of the required information in TWS Appendix A was complete 	<ul style="list-style-type: none"> information/data in TWS Appendix A was comprehensive and complete 	

Comments:

II. Design for Instruction/Instructional Decision Making

	Elements	Not Met = 1	Met = 2	Target = 3	Score
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		<i>The candidate did not meet the indicator for the following reason(s):</i>	<i>The candidate provided a narrative overview of planning, instruction and assessment as related to each of the following:</i>	<i>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</i>	
II.A.	Alignment of Instruction with Learner Outcomes NJPST: 4,5 And Adaptations Based on the Individual Needs of the Students NJPST: 2,3,7	<ul style="list-style-type: none"> Learner outcomes were not found to be measurable 	<ul style="list-style-type: none"> Most learner outcomes were found to be measurable 	<ul style="list-style-type: none"> All learner outcomes were found to be measurable 	
II.B.		<ul style="list-style-type: none"> Instructional activities were not aligned with learner outcomes 	<ul style="list-style-type: none"> Most instructional activities were aligned with learner outcomes 	<ul style="list-style-type: none"> All instructional activities were aligned with learner outcomes 	
II.C.		<ul style="list-style-type: none"> Some or no learner outcomes were assessed 	<ul style="list-style-type: none"> Most learner outcomes were assessed 	<ul style="list-style-type: none"> All learner outcomes were assessed 	
II.D.		<ul style="list-style-type: none"> Adaptations were not evident 	<ul style="list-style-type: none"> Some adaptations were evident for special education, culturally/linguistically diverse, and gifted students 	<ul style="list-style-type: none"> Very appropriate adaptations were made to meet the individual needs of special education, culturally/linguistically diverse, and gifted students 	
II.E.	Accurate Representation of Content NJPST: 1,4	<ul style="list-style-type: none"> Inadequate knowledge of the content to be taught 	<ul style="list-style-type: none"> Adequate knowledge of the content to be taught 	<ul style="list-style-type: none"> Comprehensive knowledge of the content to be taught 	
II.F.		<ul style="list-style-type: none"> Activities were not aligned with SPA learner standards with NJCCCS and Common Core State Standards 	<ul style="list-style-type: none"> Activities were aligned with SPA learner standards with NJCCCS and Common Core State Standards 	<ul style="list-style-type: none"> All activities were aligned with SPA learner standards, NJPST standards, NJCCCS and Common Core State Standards 	
II.G.		<ul style="list-style-type: none"> Instructional strategies were not based on research 	<ul style="list-style-type: none"> Instructional strategies were based on research 	<ul style="list-style-type: none"> All instructional strategies were based on cited research 	
	Lesson and Unit Structure NJPST: 2,3,4,5,6	<i>Lesson plan structure was not designed to:</i>	<i>Lesson planning structure designed to:</i>	<i>Comprehensive lesson planning designed to:</i>	

II.H.		<ul style="list-style-type: none"> Engage students 	<ul style="list-style-type: none"> Engage all students 	<ul style="list-style-type: none"> Engage all students 	
II.I.		<ul style="list-style-type: none"> Accommodate learner characteristics 	<ul style="list-style-type: none"> Accommodate learner characteristics but treated class as a whole unit 	<ul style="list-style-type: none"> Accommodate learner characteristics including acknowledgement of individual student needs 	
II.J.		<ul style="list-style-type: none"> Focus on learner outcomes 	<ul style="list-style-type: none"> Focus on learner outcomes 	<ul style="list-style-type: none"> Focus on learner outcomes with an apparent emphasis on individual student needs 	
II.K.		<ul style="list-style-type: none"> Align with SPA learner standards and activities 	<ul style="list-style-type: none"> Provide activities that are aligned with SPA learner standards, NJCCCS and Common Core State Standards 	<ul style="list-style-type: none"> Provide activities that are aligned with SPA learner standards, NJPST standards, NJCCCS and Common Core State Standards 	
II.L.	<p>Use of a Variety of Instruction, Activities, Assignments and Resources NJPST: 4,5,8,10</p>	<ul style="list-style-type: none"> Assessments for some lessons monitored student progress 	<ul style="list-style-type: none"> Assessments for each lesson monitored student progress 	<ul style="list-style-type: none"> Assessment for each lesson comprehensively monitored student progress 	
II.M.		<ul style="list-style-type: none"> Directions unclear 	<ul style="list-style-type: none"> Clear directions regarding assignments, learning expectations and scoring procedures for assessments 	<ul style="list-style-type: none"> Clear concise, comprehensive directions regarding assignments, learning expectations, and scoring procedures for assessments 	
II.N.		<ul style="list-style-type: none"> Limited or no use of differentiated instruction for all learners 	<ul style="list-style-type: none"> Use of differentiated instruction for all learners 	<ul style="list-style-type: none"> Comprehensive use of differentiated instruction for all learners 	
II.O.		<ul style="list-style-type: none"> No opportunities for learner self-reflection 	<ul style="list-style-type: none"> Opportunities for learner self-reflection 	<ul style="list-style-type: none"> Opportunities for learner self-reflection in all lessons 	
II.P.	<p>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources NJPST: 2,3,6,7,8,9</p>	<ul style="list-style-type: none"> Did not use grouping options 	<ul style="list-style-type: none"> Use of grouping options 	<ul style="list-style-type: none"> Comprehensive use of grouping options 	
II.Q.		<ul style="list-style-type: none"> Did not use appropriate modifications 	<ul style="list-style-type: none"> Use of appropriate modifications for all learners 	<ul style="list-style-type: none"> Comprehensive use of appropriate modifications for all learners 	
II.R.		<ul style="list-style-type: none"> Did not use differentiated instruction 	<ul style="list-style-type: none"> Use of differentiated instruction 	<ul style="list-style-type: none"> Comprehensive use of differentiated instruction for all learners 	
II.S.		<ul style="list-style-type: none"> No information was provided for families 	<ul style="list-style-type: none"> Provided information for parents about the importance of the unit 	<ul style="list-style-type: none"> Comprehensive information for families about the importance of the unit 	

II.T.		<ul style="list-style-type: none"> No opportunities for family involvement 	<ul style="list-style-type: none"> Provided opportunities for family involvement 	<ul style="list-style-type: none"> Creative, comprehensive opportunities for family involvement 	
II.U.	Use of Technology NJPST: 4	<ul style="list-style-type: none"> No use of technology 	<ul style="list-style-type: none"> Use of appropriate instructional technology in the lessons 	<ul style="list-style-type: none"> Use of appropriate technology in all lessons 	
II.V.	TWS Appendix Information NJPST: 8	<ul style="list-style-type: none"> Information/data in TWS Appendix B was not complete 	<ul style="list-style-type: none"> Provided information and/or data in TWS Appendix B was comprehensive and complete 	<ul style="list-style-type: none"> Comprehensive information and data in TWS Appendix B 	

Comments:

III. Analysis of Student Learning/Reflection

	Elements	Not Met = 1	Met = 2	Target = 3	Score
		<i>The candidate did not meet the indicator for the following reason(s):</i>	<i>The candidate provided adequate analysis of all the following assessment tasks:</i>	<i>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</i>	
III.A.	Alignment with Learning Outcomes NJPST: 5	<ul style="list-style-type: none"> Did not analyze assessment data or compare it to the learner outcomes for the whole group, subgroups, and individuals 	<ul style="list-style-type: none"> Analyzed all assessment data and compared it to the learner outcomes for the whole group, subgroups and individuals 	<ul style="list-style-type: none"> Comprehensively analyzed assessment data and compared it to the learner outcomes for the whole group, subgroups, and individuals 	
III.B.		<ul style="list-style-type: none"> Did not analyze one sub group that was comprised of students of diversity 	<ul style="list-style-type: none"> Analyzed one sub group that was comprised of students of diversity 	<ul style="list-style-type: none"> Comprehensively analyzed one sub group that was comprised of students of diversity 	
III.C.		<ul style="list-style-type: none"> Did not reflect on which type of differentiated instruction was effective or not effective 	<ul style="list-style-type: none"> Reflected on which type of differentiated instruction was effective or not effective 	<ul style="list-style-type: none"> Comprehensively reflected on which type of differentiated instruction was effective or not effective 	
III.D.	Interpretation of Data NJPST: 5	<ul style="list-style-type: none"> Drew inappropriate or no conclusions 	<ul style="list-style-type: none"> Drew appropriate conclusions regarding student learning 	<ul style="list-style-type: none"> Drew insightful, meaningful conclusions regarding student learning 	
III.E.	Evidence of Impact on Student Learning NJPST: 5	<ul style="list-style-type: none"> Did not analyze the data or report findings with appropriate learning theories/principles to support the analysis for each outcome 	<ul style="list-style-type: none"> Analyzed data and reported findings regarding the number of students who made progress on each learner outcome with limited appropriate learning theories/principles to support the analysis for each outcome 	<ul style="list-style-type: none"> Comprehensively analyzed the data and reported significant findings with appropriate learning theories/principles to support the analysis for each outcome 	
III.F.		<ul style="list-style-type: none"> Did not reflect on which type of differentiated instruction was effective or not effective 	<ul style="list-style-type: none"> Reflected on which type of differentiated instruction was effective or not effective 	<ul style="list-style-type: none"> Comprehensively reflected on which type of differentiated instruction was effective or not effective 	
	Implications for Future Instruction and	<i>Did not identify or explain:</i>	<i>Identified and explained:</i>	<i>Identified and explained in detail:</i>	

	Professional Development NJPST: 5, 10				
III.G.		<ul style="list-style-type: none"> What teaching strategies worked and why 	<ul style="list-style-type: none"> What teaching strategies worked and why 	<ul style="list-style-type: none"> What teaching strategies worked and why 	
III.H.		<ul style="list-style-type: none"> What aspects of your planning, assessment and teaching did not work and why 	<ul style="list-style-type: none"> What aspects of your planning, assessment and teaching did not work and why 	<ul style="list-style-type: none"> What aspects of your planning, assessment and teaching did not work and why 	
III.I.		<ul style="list-style-type: none"> What changes in teaching should be made in the future based on reflection and research 	<ul style="list-style-type: none"> What changes in teaching should be made in the future based on reflection and research 	<ul style="list-style-type: none"> What changes in teaching should be made in the future based on reflection and comprehensively cited research 	
III.J.		<ul style="list-style-type: none"> At least two or more future standards and dispositions with a rationale 	<ul style="list-style-type: none"> At least two or more future standards and dispositions with a rationale 	<ul style="list-style-type: none"> At least two or more future standards and dispositions with a rationale 	
III.K.		<ul style="list-style-type: none"> Implications for future instruction by writing professional development goals that you should attain with a rationale 	<ul style="list-style-type: none"> Implications for future instruction by writing professional development goals that you should attain with a rationale 	<ul style="list-style-type: none"> Implications for future instruction by writing professional development goals that you should attain with a rationale 	
III.L.	TWS Appendix Information NJPST: 8	<ul style="list-style-type: none"> Information/data in TWS Appendix C was not complete 	<ul style="list-style-type: none"> Provided information and/or data in TWS Appendix C was comprehensive and complete 	<ul style="list-style-type: none"> Comprehensive information and data in TWS Appendix C 	

Comments

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IV. Final Submission

	Elements	Not Met = 1	Met = 2	Target = 3	Score
		The candidate's final TWS submission had:	The candidate's final TWS submission had:	The candidate's final TWS submission had:	
IV.A.	Syntax and Grammar	<ul style="list-style-type: none"> more than 5 errors in syntax/grammar 	<ul style="list-style-type: none"> no more than 5 errors in syntax/grammar 	<ul style="list-style-type: none"> no more than 2 errors in syntax/grammar 	
IV.B.	Spelling and Proofreading	<ul style="list-style-type: none"> more than 5 errors in spelling/proofreading 	<ul style="list-style-type: none"> no more than 5 errors in spelling/proofreading 	<ul style="list-style-type: none"> no more than 2 errors in spelling/proofreading 	
IV.C.	APA Style	<ul style="list-style-type: none"> missing sections or did not use APA style 	<ul style="list-style-type: none"> all sections submitted and used APA style 	<ul style="list-style-type: none"> all sections submitted using APA style. Submission was creative, concise and comprehensive. 	

Comments:

			TOTAL SCORE:	
			GRADE:	
SCORE	TWS EVALUATION			
1-77	Does Not Meet Standard = 1		Meets minimal expectations for the element as stated in the not met column; often needs support to perform at acceptable level.	
78-130	Met = 2		Meets expectations for the element as stated in the met column; requires occasional minimal support.	
131-153	Target = 3		Meets or exceeds expectations for the element as stated in the target column; is confidently and consistently meeting expectations, needs little, if any, support/guidance.	