Candidate:	SID:	
Certification Area:		
Grade / Subject:	Title of TWS:	
University Supervisor:	Semester/Year:	
Cooperating Teacher:		

1 - Unacceptable 2 - Acceptable 3 - Target

A. Contextual Factors

INTASC Principle #10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

TEXES Pedagogy & Professional Development (PPR) EC-12 - *Standard IV.* The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

	1-Unacceptable	2-Acceptable	3- Target	Score
1. Community, School,	Candidate's TWS reflects	Candidate's TWS reflects his/her	Candidate's TWS reflects	
Classroom	his/her failure to seek involvement with, understanding of, and/or collaboration with colleagues, parents, and/or community members in the construction of a positive learning environment.	occasional involvement with, understanding of, and collaboration with colleagues, parents, and/or community members in the construction of a positive learning environment.	his/her continual involvement with, understanding of, and collaboration with colleagues, parents, and/or community members in the construction of a positive learning environment.	
2. Student Characteristics	Candidate's TWS provides little or no evidence of his/her recognition, understanding, & reliance on students' individual	Candidate's TWS provides some evidence of his/her recognition, understanding, & reliance on students' individual characteristics to plan	Candidate's TWS provides ample evidence of his/her recognition, understanding, & reliance on students' individual characteristics to	

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	characteristics to plan	supportive activities,	plan supportive activities,
	supportive activities,	assignments, & assessments	assignments, & assessments
	assignments, & assessments	designed to support students'	designed to support students'
	designed to support	individual academic progress.	individual academic progress.
	students' individual academic		
	progress.		
3. Approaches to Learning	Candidate's TWS does not	Candidate's TWS provides some	Candidate's TWS provides
	provide evidence that s/he	evidence that s/he utilizes a	ample evidence that s/he
	utilizes a variety of resources	variety of resources &	utilizes a variety of resources
	& approaches to provide	approaches in providing creative	in providing creative activities,
	creative activities,	activities, assignments and	assignments and assesssments
	assignments and	assesssments designed to	designed to support students'
	assesssments designed to	support students' individual	individual academic growth &
	support students' individual	academic growth & personal	personal well being.
	academic growth & personal	well being.	
	well being.		
4. Skills & Prior Learning	Candidate's TWS provides	Candidate's TWS provides some	Candidate's TWS provides
	little or no evidence that	evidence that s/he uses a	ample evidence that s/he uses
	s/he uses a variety of	variety of methods to evaluate,	a variety of methods to
	methods to evaluate,	incorporate and further	evaluate, incorporate and
	incorporate and further	students' individual skills and	further students' individual
	students' individual skills and	prior knowledge.	skills and prior knowledge.
	prior knowledge.		
5. Implications for Planning	Candidate's TWS reveals that	Candidate's TWS reveals that	Candidate's TWS reveals that
& Assessment	s/he has little or no	s/he has some understanding of	s/he has a deep
	understanding of the	the significance of the	understanding of the
	significance of the	instructional context and its	significance of the
	instructional context and its	relationship to student	instructional context and its
	relationship to student	academic success & personal	relationship to student
	academic success & personal	development.	academic success & personal
	development.		development.

B. Learning Goals

INTASC Principle #2: The teacher understands how students learn and develop, and can provide learning opportTWSies that support their intellectual, social, and personal development.

INTASC Principle #6: The teacher uses knowledge of effetive verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

	1-Unacceptable	2-Acceptable	3- Target	Score
6. Challenge & Variety	Candidate's TWS reflects few if	Candidate's TWS reflects 1 or 2	Candidate's TWS reflects a	
	any activities & assignments	activities & assignments that are	variety of activities &	
	that are appropriately	appropriately interesting &	assignments that are	
	interesting & challenging for	challenging for students;	appropriately interesting &	
	students; assignments,	assignments, activities, &	challenging for students;	
	activities, & assessments offer a	assessments offer a variety of	assignments, activities, &	
	variety of formats to support	formats to support student	assessments offer a variety of	
	student choice & opportTWSies	choice & opportTWSies for	formats to support student	
	for collaboration.	collaboration.	choice & opportTWSies for	
			collaboration.	
7. Appropriateness	Candidate's TWS contains few, if	Candidate's TWS contains	Candidate's TWS contains	
	any, examples of instructional	several (at least 3) examples of	multiple (4 or more) examples	
	plans, materials, & assessments	instructional plans, materials, &	of instructional plans,	
	that are individually appropriate	assessments that are	materials & assessments that	
	for students; few, if any,	individually appropriate for	are individually appropriate	
	scaffolded assignments,	students; a few scaffolded	for students; a variety of	
	activities & assessments are	assignments, activities &	scaffolded assignments,	
	available for students, parents,	assessments are available for	activities & assessments are	
	& others to understand, follow,	students, parents, & others to	available for students, parents,	
	& support each student's	understand, follow, & support	& others to understand,	
	academic growth & personal	each student's academic growth	follow, & support each	
	progress.	& personal progress.	student's academic growth &	
			personal progress.	
B. Alignment with	Candidate's TWS has few, if any,	Candidate's TWS may have 1 or	Candidate's TWS has multiple	
Standards	activities &/or assignments that	2 activities &/or assignments	level (national, state, local)	

ar	re aligned with national &/or	that are not aligned with	learning standards aligned	
st	tate learning standards.	national & state learning	with all activities and/or	
		standards.	assignments.	

C. Assessment Plan

INTASC Principle #8: The teacher understands and uses formal/informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

INTASC Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportTWSies that are adapted to diverse learners.

	1-Unacceptable	2-Acceptable	3- Target
9. Alignment with Goals &	Candidate's TWS contains	Candidate's TWS contains	Candidate's TWS contains
Instruction	assessments that fail to be	assessments that are aligned,	assessments that are correctly
	correctly aligned, directly &	directly & appropriately, with	aligned, directly &
	appropriately, with learning	most learning goals/objectives,	appropriately, with learning
	goals/objectives.	although in 1 or 2 cases	goals/objectives.
		alignment may be indirect, in	
		error or missing.	
10. Adaptations Based on	Candidate's TWS fails to	Candidate's TWS demonstrates	Candidate's TWS
Individual Needs	demonstrate his/her ability to	his/her ability to select and/or	demonstrates clearly his/her
	select and/or create a variety of	create a variety of assessment	ability to select and/or create
	assessment methods that are	methods that are appropriate	a variety of assessment
	academically & developmentally	for students, although there	methods that are appropriate
	appropriate for all students.	may be a few (not more than 2)	for all students.
		assessment methods that are	
		not varied, and/or are	
		academically &/or	
		developmentally inappropriate	
		for all students.	
11. Technical Soundness	Candidate's TWS contains few,	Candidate's TWS contains at	Candidate's TWS contains
	if any, examples of rubrics,	least 2 examples of rubrics,	multiple examples of rubrics,
	grading scales, and/or other	grading scales, and/or other	grading scales, and/or other
	assessment devices that are fair,	assessment devices that are fair,	assessment devices that are
	accurate and logical.	accurate and logical.	fair, accurate and logical.

D. Design for Instruction

INTASC Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

	1-Unacceptable	2-Acceptable	3- Target
12. Alignment with Goals	Candidate's TWS includes	Candidate's TWS includes	Candidate's TWS includes
	instructional plans that are not	instructional plans that are	instructional plans that are
	based on personal knowledge &	based on some personal	clearly based on a high level
	understanding of subject	knowledge & some	of personal knowledge & a
	matter, students, contextual	understanding of subject	deep understanding of subject
	factors & curriculum	matter, students, contextual	matter, students, contextual
	goals/objectives.	factors & curriculum	factors & curriculum
		goals/objectives.	goals/objectives.
13. Representation of	Candidate's TWS contains few, if	Candidate's TWS contains some	Candidate's TWS contains only
Content	any, instructional materials,	instructional materials, activities	instructional materials,
	activities & assessments that	& assessments that accurately	activities & assessments that
	accurately represent current	represent current thinking &	accurately represent current
	thinking & understanding of the	understanding of the subject	thinking & understanding of
	subject matter.	matter.	the subject matter.
14. Structure	Candidate's TWS presents little,	Candidate's TWS presents some	Candidate's TWS presents
	or no, evidence that he/she can	evidence that he/she can	ample evidence that he/she
	structure instructional	structure instructional	can structure instructional
	materials and activities in a	materials and activities in a	materials and activities in a
	logical & developmentally	logical & developmentally	logical & developmentally
	appropriate hierarchy.	appropriate hierarchy.	appropriate hierarchy.
15. Uses Variety	Candidate's TWS does not	Candidate's TWS demonstrates	Candidate's TWS
	demonstrate his/her ability to	his/her ability to create and/or	demonstrates his/her ability
	create and/or select a variety of	select several different	to create and/or select a
	creative instructional activities	instructional activities &	variety of creative
	& materials that are appropriate	materials that are appropriate	instructional activities &
	for students.	for students.	materials that are appropriate
			for students.
16. Use of Contextual	Candidate's choice of	Candidate's choice of	Candidate's choice of

Information	instructional activities, materials	instructional activities, materials	instructional activities,
	& assessments reveals little or	& assessments reveals some	materials & assessments
	no personal knowledge of	personal knowledge of subject	reveals considerable personal
	subject matter, learning	matter, learning	knowledge of subject matter,
	goals/objectives &/or familiarity	goals/objectives & some effort	learning goals/objectives &
	with local people, places,	to familiarize him/herself with	familiarity with local people,
	historical implications &	local people, places, historical	places, historical implications
	demographics of community,	implications & demographics of	& demographics of
	school, & classroom factors.	community, school, & classroom	community, school, &
		factors.	classroom factors.
17. Use of Technology	Candidate's TWS reveals few, if	Candidate's TWS reveals	Candidate's TWS reveals
	any, instructional activities,	instructional activities,	multiple (at least 3 or more
	materials, & assessments that	materials, & assessments that	examples) instructional
	imbed use of various software	provide for limited use (at least	activities, materials, &
	applications, Internet, &	1 or 2 examples) of various	assessments that imbed use
	instructional technology	software applications,	of various software
	hardware for teaching and	Internet,& instructional	applications, Internet, &
	learning; candidate's TWS fails	technology hardware for	instructional technology
	to reveal evidence of personal	teaching and learning;	hardware for teaching and
	digital literacy & does not	candidate's TWS reveals	learning; candidate's TWS
	provide evidence of an	evidence of personal digital	reveals evidence of a high
	understanding that students'	literacy & provides evidence of	level of personal digital
	active involvement in their own	an understanding that students'	literacy & provides evidence
	learning can be supported by	active involvement in their own	of an understanding that
	the use of technology in and	learning can be supported by	students' active involvement
	out of the classroom.	the use of technology in and	in their own learning can be
		out of the classroom.	supported by the use of
			technology in and out of the
			classroom.

E. Instructional Decisions

INTASC Principle #1: The teacher understands central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful to students.

	1-Unacceptable	2-Acceptable	3- Target
18. Professional Practice	Candidate's TWS exemplifies	Candidate's TWS exemplifies	Candidate's TWS exemplifies a
	little or no adherence to &	some adherence to &	professional level of
	understanding of best	understanding of best	adherence to & understanding
	pedagogical practices, ethical	pedagogical practices, ethical	of best pedagogical practices,
	practices in teaching & learning,	practices in teaching & learning,	ethical practices in teaching &
	little college-level writing	acceptable writing ability, with	learning, sophisticated writing
	ability, with multiple errors in	no more than 1 or 2 errors in	ability, as well as skillful use of
	the use of the mechanics of	the use of the mechanics of	the mechanics of English
	English grammar, capitalization,	English grammar, capitalization,	grammar, capitalization, &
	& punctuation.	& punctuation.	punctuation.
19. Modifications	Candidate's TWS fails to	Candidate's TWS exemplifies	Candidate's TWS exemplifies
	exemplify his/her ability &/or	his/her ability & capacity to	his/her expert ability &
	willingness to modify learning	modify learning goals,	willingness to modify learning
	goals, instruction, materials,	instruction, materials, activities,	goals, instruction, materials,
	activities, & assessment to meet	& assessment to meet individual	activities, & assessment to
	individual needs of students.	needs of students.	meet individual needs of
			students.

F. Analysis of Student Learning

INTASC Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

	1-Unacceptable	2-Acceptable	3- Target	
20. Presentation	Candidate's TWS contains few, if	Candidate's TWS contains 1 or 2	Candidate's TWS contains	
	any, activities, assignments &/or	activities, assignments &/or	multiple activities,	
	assessments that reflect	assessments that reflect some	assignments &/or assessments	
	understanding of motivation,	understanding of motivation,	that reflect his/her deep	
	how to encourage positive social	how to encourage positive social	understanding of motivation,	
	interaction, &/or active	interaction, & active	how to encourage positive	
	engagement in learning.	engagement in learning.	social interaction, & active	
			engagement in learning.	

21. Data Interpretation	Candidate's TWS fails to	Candidate's TWS demonstrates	Candidate's TWS
	demonstrate instances where	at least 1 example where	demonstrates multiple
	he/she has correctly interpreted	he/she has correctly interpreted	instances where he/she has
	data to enable scaffolding, re-	data to enable scaffolding, re-	correctly interpreted data to
	teaching, and/or enrichment	teaching, and/or enrichment	enable scaffolding, re-
	activities as needed as well as	activities as needed as well as	teaching, and/or enrichment
	based on individual student	based on individual student	activities as needed as well as
	performance on specific	performance on specific	based on individual student
	learning goals/objectives, thus	learning goals/objectives, thus	performance on specific
	supporting some active student	supporting some active student	learning goals/objectives, thus
	involvement & promoting self-	involvement & promoting self-	supporting active student
	motivation.	motivation.	involvement & promoting self-
			motivation.
22. Evidence of Impact	Candidate's TWS provides little	Candidate's TWS provides some	Candidate's TWS provides
	or no evidence of his/her	evidence of his/her positive	ample evidence of his/her
	positive impact on the growth of	impact on the growth of	positive impact on the growth
	students' individual academic	students' individual academic	of students' individual
	progress on state &/or national	progress on state &/or national	academic progress on state
	learning goals & objectives.	learning goals & objectives.	&/or national learning goals &
			objectives.

G. Reflection and Self-Evaluation

INTASC Principle #9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportTWSies to grow professionally.

	1-Unacceptable	2-Acceptable	3- Target	Score
23. Insights	Candidate's TWS provides little	Candidate's TWS provides some	Candidate's TWS provides	
	or no evidence of his/her	evidence of his/her reflections	ample evidence of his/her	
	reflections on the instructional	on the instructional effects of	reflections on the	
	effects of his/her choices &	his/her choices & actions on	instructional effects of his/her	
	actions on others in the learning	others in the learning	choices & actions on others in	
	community, his/her ability to	community, his/her ability to	the learning community,	
	positively interpret feedback	positively interpret feedback	his/her ability to positively	
	from students, parent, co-	from students, parent, co-	interpret feedback from	

	workers & others to monitor & workers & others to monitor & students, parent, co-workers		students, parent, co-workers	
	adjust his/her professional	& others to monitor & adjust		
	practices. practices. his/her professional practices.			
24. Implications-	Candidate's TWS provides few, Candidate's TWS provides some Candidate's TWS provides			
Professional Development	if any, examples that he/she	examples of him/her actively	multiple examples of him/her	
	actively seeks professional seeking professional		actively seeking professional	
	development opportunities.	development opportunities.	development opportunities.	
25. Ethics	Candidate's TWS reflections fail	Candidate's TWS reflections	Candidate's TWS reflections	
	to exemplify his/her	exemplify some degree of	clearly exemplify his/her	
	understanding of ethical understanding of ethic		understanding of ethical	
choices, communications and choices		choices, communications and	choices, communications, and	
	decisions related to his/her	decisions related to his/her	decisions related to his/her	
	professional practice.	professional practice.	professional practice.	
TWS Overall				

How to Interpret Your Score

80	-	90	=	TARGET (A)
60	-	79	=	ACCEPTABLE (B)
59	OR I	LOWER	=	UNACCEPTABLE – Candidate must revise TWS & resubmit.

General Reviewer Comments: