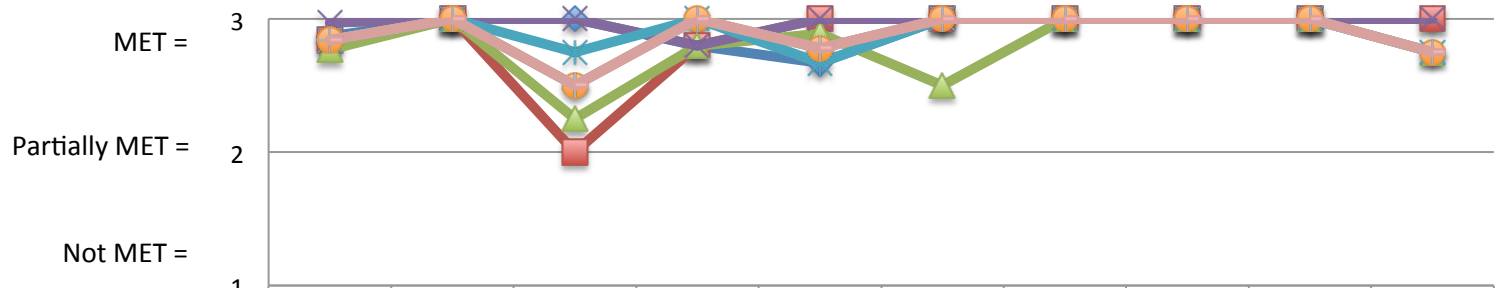
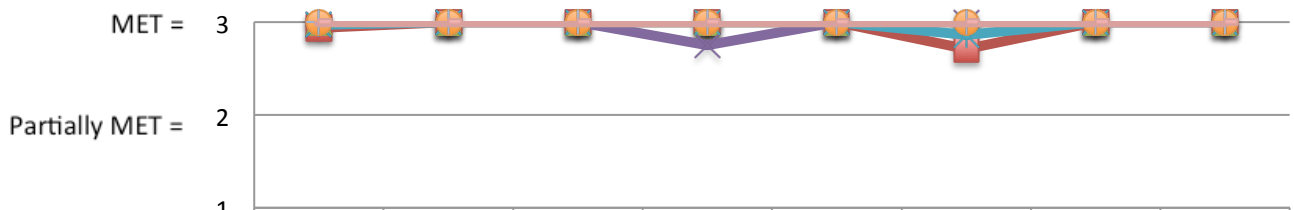
Pedagogical Content Knowledge demonstrated in TCWS as shown in the tasks corresponding to Design for Instruction and Instructional Decision-Making. The following tables show a sample of candidate's proficiencies as demonstrated in the TCWS of springs of 2014, 2015 & 2016.

Design for Instruction & Instructional Decision Making in TCWS Spring 2014



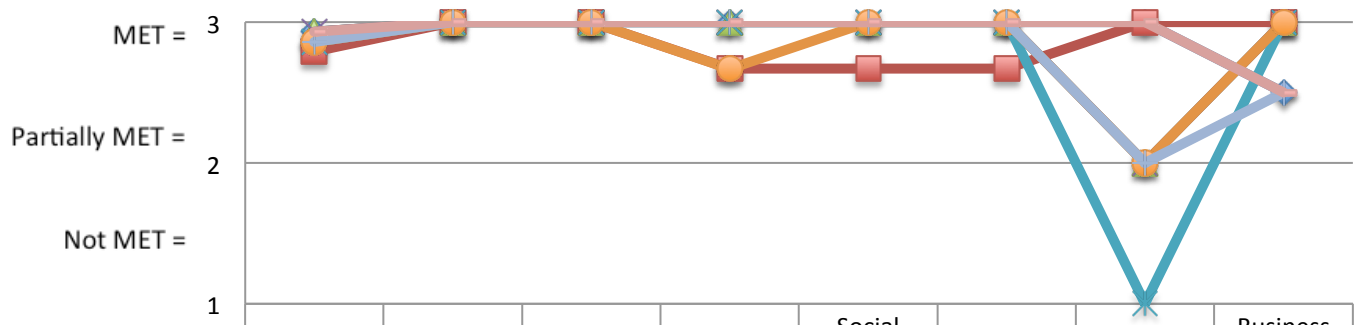
	Everyone (n=31)	Art (n=2)	English (n=4)	History (n=5)	Social Studies (n=9)	Biology (n=2)	Math (n=3)	Business Administration (n=1)	Physics (n=1)	Spanish (n=4)
Alignment with learning goals	2.87	3	3	2.8	2.67	3	3	3	3	3
Lesson and unit structure	2.84	3	2	2.8	3	3	3	3	3	3
Use of a variety of instruction, activity, assignment and resources	2.77	3	2.25	2.8	2.89	2.5	3	3	3	2.75
Use of contextual information and data to select appropriate and relevant activities, assignments and resources.	2.97	3	3	2.8	3	3	3	3	3	3
Use of technology	2.84	3	2.75	3	2.67	3	3	3	3	2.75
Sound professional practice	2.84	3	2.5	3	2.78	3	3	3	3	2.75
Modification based on analysis of student learning	2.84	3	2.5	3	2.78	3	3	3	3	2.75
Congruence between modification and learning goals	2.84	3	2.5	3	2.78	3	3	3	3	2.75

Design for Instruction and Instructional Desicion Making in TCWS Spring 2015



	Everyone (n=32)	Art (n=5)	English (n=5)	History (n=4)	Social Studies (n=5)	Biology (n=7)	Math (n=4)	Business Administration(n=2)
Alignment with learning goals	3	3	3	3	3	3	3	3
Lesson and unit structure	2.94	3	3	3	3	2.71	3	3
Use of a variety of instruction, activity, assignment and resources	3	3	3	3	3	3	3	3
Use of contextual information and data to select appropriate and relevant activities, assignments and resources.	2.97	3	3	2.75	3	3	3	3
Use of technology	2.97	3	3	3	3	2.86	3	3
Sound professional practice	3	3	3	3	3	3	3	3
Modification based on analysis of student learning	3	3	3	3	3	3	3	3
Congruence between modification and learning goals	3	3	3	3	3	3	3	3

Design for Instruction & Instructional Decision-Making in TCWS
Spring 2016



	Everyone (n=14)	Art (n=1)	English (n=1)	History (n=3)	Social Studies (n=3)	Biology (n=3)	Physics (n=1)	Business Administration (n=2)
Alignment with learning goals	2.93	3	3	3	3	3	3	2.5
Lesson and unit structure	2.79	3	3	2.67	2.67	2.67	3	3
Use of a variety of instruction, activity, assignment and resources	2.93	3	3	3	3	3	2	3
Use of contextual information and data to select appropriate and relevant activities, assignments and resources.	2.93	3	3	3	3	3	2	3
Use of technology	2.86	3	3	3	3	3	1	3
Sound professional practice	2.86	3	3	2.67	3	3	2	3
Modification based on analysis of student learning	2.86	3	3	3	3	3	2	2.5
Congruence between modification and learning goals	2.93	3	3	3	3	3	3	2.5