**Teacher Work Sample Rubric**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_-\_\_\_\_\_\_\_-\_\_\_\_\_\_\_

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions:

Using the scale below, please circle the appropriate indicator to represent the candidate’s level of performance on each component of the Teacher Work Sample.

**Standard Met (M):** Performance provides evidence of meeting the standards for the component of Teacher Work Sample. Performance addresses all of the indicators of the standard.

**Standard Developing (D):** Performance provides evidence of developing the standard for the component of the Teacher Work Sample. Performance addresses some of the indicators of the standard.

**Standard Not Met (N):** Performance fails to provide evidence of meeting the standard for the component of the Teacher Work Sample. Performance does not address the indicators of the standard.

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| 1. **Contextual Factors**
 | **M D N** |
| *The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment.** Describe characteristics of the community/school, classroom, and students obtained from observations, principal/teacher information, and district website.
* Write the implications for your teaching based on the contextual factors.
 |  3 2 1 |

Comments:

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| --- | --- |
| **2. Objectives** | **M D N** |
| *The teacher provides objectives that clearly define what students should know, do, and feel.** List the core curriculum standards and/or objectives on which your TWS is based.
* Write well-written and appropriate unit objective(s) based on the core.
* Write well-written objective(s) for each lesson that are aligned with the unit objective(s).
 |  3 2 1 |

Comments:

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| **3. Assessment Plan** | **M D N** |
| *The teacher uses multiple assessments aligned with objectives.** List all unit and lesson objective(s) followed with matching assessments (formative and summative).
* Include all assessments with rubrics and keys as needed.

Note 1: Pre and Post assessments are included. They are usually the same.Note 2: Rubrics are required for most writing or project-based assignments. |  3 2 1 |

Comments:

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| **4. Design for Instruction** | **M D N** |
| *The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.** Learning activities align to objectives and assessments
* Use appropriate lesson formats.
* Include objectives, assessments, instructional activities, and accommodations (extensions and correctives) where appropriate, and a materials list.
* Sequence instruction in a logical order.
* Add enough detail that a substitute teacher could teach the lesson.
* Include all worksheets, powerpoints in handout form, notes, etc. after each specific daily plan.
 |  3 2 1 |

Comments:

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| --- | --- |
| **5. Instructional Decision-Making** | **M D N** |
| *The teacher uses on-going analysis of student learning to make instructional decisions.** Describe for each lesson changes you made that demonstrate evidence of adjusting instruction in response to learner feedback and needs.
 |  3 2 1 |

Comments:

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| --- | --- |
| 1. **Analysis of Student Learning**
 | **M D N** |
| *The teacher uses assessment data to analyze student learning and communicate information about student achievement.** Create a graph showing each student’s achievement (do not use real names).
* Analyze pre- and post test data for whole class.
* Use assessment data to draw conclusions about all students.
* Include student work where appropriate.
 |  3 2 1 |

Comments:

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| --- | --- |
| 1. **Reflection and Self-Evaluation**
 | **M D N** |
| *The teacher reflects on the unit, after teaching, in order to improve.** Reflect after each lesson what things you would keep doing, what you would quit doing, and what you would start doing.
* Reflect on aspects of the unit that were especially successful or effective and WHY they were.
* Reflect on personal growth and learning during this unit (include “I learned…” statements).
 | 3 2 1 |

Comments: