**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: