

Teacher Work Sample Rubric

	Exceeds 4	Acceptable High 3	Acceptable Low 2	Unacceptable 1
Description of Learning Environment/Inclusive Context	Description consists of a full, detailed description of the school site and student body.	Description includes relevant information about the school site and students.	Description includes basic information about the school site and students.	Description is incomplete and/or missing key information.
Planning for Instruction in Inclusive Settings: Unit Plan	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Interdisciplinary connections and technology are the focus of much of the unit. Critical thinking plays a major role in the unit.	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Interdisciplinary connections and technology are evident in the unit. Critical thinking plays a key role in the unit.	Unit plan follows required format. Unit plan addresses required subject-specific P-12 student standards. Some interdisciplinary connections and technology are addressed in the unit. Critical thinking is minimally addressed in the unit.	Unit plan does not follow required format and/or does not address required subject-specific P-12 student standards. Interdisciplinary connections and technology are minimal. Critical thinking skills are not evident.
Planning for Instruction in Inclusive Settings: Selected Lesson Plans	Lesson plans are detailed, follow required format, and effectively address required subject-specific P-12 student standards. All lesson objectives are learner-centered and measurable. Critical thinking skills are integrated throughout all lesson plans. All lesson activities address objectives appropriate to all learners in inclusive settings. There is a wide variety of creative instructional activities.	Lesson plans follow required format and effectively address required subject-specific P-12 student standards. All lesson objectives are learner centered and measurable. Critical thinking skills are evident in the lesson plans. All activities address objectives that are appropriate to all learners in inclusive settings. There is some variety of creative instructional activities.	Lesson plans follow required format and address required subject-specific P-12 student standards. Lesson objectives are learner-centered and measurable. Some attention is given to critical thinking skills. Most lesson activities address objectives that are appropriate to learners in inclusive settings. Instructional activities lack variety or creativity.	Lesson plans do not follow required format and/or do not address required subject-specific P-12 student standards. Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered and may not be appropriate to all learners in inclusive settings. Instructional activities lack variety or creativity.

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Evaluation of Instruction: Evaluation by Supervisors and Cooperating Teachers	Observations by cooperating teacher and university supervisor clearly indicate that the candidate exceeded all student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate met the majority of student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate met at least half of the student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate met fewer than half of the student teaching expectations.
Evaluation of Instruction: Self-Evaluations on Lesson Plans	Self-evaluations include careful and substantive reflection, with relevant connections to learning theories, ample understanding of pedagogical content knowledge, and a systematic and effective approach to improvement.	Self-evaluations include reflection with relevant connections to learning theories, adequate understanding of pedagogical content knowledge, and an effective approach to improvement.	Self-evaluations include a few connections to relevant learning theories but some connections may not be relevant. Minimal understanding of pedagogical content knowledge demonstrated and/or approach to improvement may be lacking.	Self-evaluations lack substance, with minimal ability to self-assess demonstrated. No connections to relevant learning theories included; plan for improvement is inadequate or may be missing.
Assessment of Student Learning in Inclusive Settings: Design of Assessments	Creative and highly effective design of pre- and post-assessments is evident. Assessments are standards-based and effectively evaluate targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are creatively and effectively designed. Samples of student work are included.	The design of pre- and post-tests is effective. Assessments effectively evaluate targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.	The design of pre- and post-tests is satisfactory. Assessments evaluate targeted objectives. The majority of assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.	Ineffective design of pre- and/or post-assessments. Assessments fail to evaluate targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory. Samples of student work may not be included.

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Assessment of Student Learning in Inclusive Settings: Impact on Student Learning	Pre-/Post-assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.	Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.	Pre-/Post-assessment results provide evidence of student learning. Data confirm that at least 50% of students learned as a result of instruction.	Pre-/Post-assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.
Analysis of Student Learning: Pre-/Post-Tests, Formative and Alternative Assessments	A thorough, detailed analysis of all assessment data is effectively presented. Comparison of pre- and post-test performance is detailed and reflection on student performance is thoughtful and insightful.	Analysis of all assessment data is complete and effectively presented. Compares pre- and post-test performance and offers a rationale for the quality of student performance.	Analysis of all assessment data is complete but not effectively presented. Comparison of pre- and post-test performance either lacks details and/or offers a partial rationale for the quality of student performance.	Analysis of all assessment data lacks details and/or is not effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance.
Reflection on Teaching Effectiveness	Reflection on teaching effectiveness is detailed and includes connections to the Danielson Framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate proposes a systematic, effective plan for improving each student's performance based on results of this work sample.	Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson Framework. Commentary links learning theories to practice. Candidate offers several effective ideas for improving each student's performance based on results of this work sample.	Reflection on teaching effectiveness makes tenuous connections to the Danielson Framework, and/or does not address issues that should have been discussed. Commentary links theories to practice. Candidate discusses general ideas for improving student performance but does not use the data to address issues relevant to specific students and/or does not address some of the obvious issues raised by the results of this work sample.	Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson Framework. Commentary does not adequately analyze teaching practices and/or does not link learning theories to practice.

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Reflection on Professional Growth	Candidate provides a comprehensive plan for professional growth and improvement in teaching.	Candidate identifies several aspects of professional growth needed and sets goals for improvement.	Candidate identifies minimal areas in which further growth is needed and sets up goals for improvement, but/or does not address some issues that are evident from the results of the work sample.	Candidate is unable to plan effectively for future professional growth.

SCORING:

- _____ pts. **Description of Learning Environment / Inclusive Context**
- _____ pts. **Planning for Instruction in Inclusive Settings: Unit Plan**
- _____ pts. **Planning for Instruction in Inclusive Settings: Selected Lesson Plans**
- _____ pts. **Evaluation of Instruction: Evaluation by Supervisors and Cooperating Teachers**
- _____ pts. **Evaluation of Instruction: Self-Evaluations on Lesson Plans**
- _____ pts. **Assessment of Student Learning in Inclusive Settings: Design of Assessments**
- _____ pts. **Assessment of Student Learning in Inclusive Settings: Impact on Student Learning**
- _____ pts. **Analysis of Student Learning: Pre-/Post-Tests, Formative and Alternative Assessments**
- _____ pts. **Reflection on Teaching Effectiveness**
- _____ pts. **Reflection on Professional Growth**

TOTAL RUBRIC SCORE _____pts.

Apply Rubric Formula: $\frac{\text{Total Points} \times 52}{40} + 48 =$ _____ % Grade: _____