



Curriculum and Instruction Department
Teacher Work Sample Rating Form for Childhood Education

Teacher Candidate _____ Semester _____

Instructor / Supervisor _____ Course/Section _____

Use the following rating scale to evaluate the teacher candidate's performance on the Teacher Work Sample using criteria indicated below. These criteria are aligned with the ACEI Standards, a set of knowledge, dispositions, and performances deemed essential for beginning childhood educators and the expectations that SUNY Oswego School of Education has for its Childhood Education teacher candidates.

- 2 = Met** The teacher candidate has demonstrated clear evidence of meeting the target criteria.
- 1 = Developing** The teacher candidate has begun to demonstrate evidence toward meeting the target criteria, but has not yet met it.
- 0 = Not Met** The teacher candidate has not demonstrated evidence of meeting the target criteria.

The Candidate:	Rating:
Part 1: Learning-Teaching Context	
1a. Demonstrates in-depth knowledge of the characteristics of the community, school, and classroom that may affect learning; draws appropriate and specific conclusions regarding their implications for teaching and learning. (ACEI 3.2)	2 1 0
1b. Demonstrates in-depth knowledge of the characteristics and learning needs of the target learners; draws appropriate and specific conclusions regarding their implications for teaching and learning in regard to the group and individual learners. (ACEI 3.2)	2 1 0
Comments:	

Part 2: Learning Goals and Objectives	
2a. Demonstrates the ability to write clear learning goals and outcome-based objectives; explains how these are explicitly aligned with national, state, or local standards and local curricular goals. (ACEI 3.1)	2 1 0
2b. Develops goals and objectives that are appropriate and challenging for the target learners; explains how these are responsive to the learners' developmental characteristics, diversity, and prior skills, knowledge, and experiences. (ACEI 3.1).	2 1 0
Comments:	

Part 3: Assessment Plan	
3a. Plans for on-going assessment of learning objectives through varied and well-aligned formative and summative approaches to assessment. (ACEI 4.0)	2 1 0
3b. Selects assessment instruments that are valid for measuring the stated learning objectives and have clear procedures and performance criteria; provides well-informed rationale for the selected assessments and their design. (ACEI 4.0)	2 1 0
3c. Attends to the diverse assessment needs of learners by making appropriate adaptations for individual learners and planning for subsequent analysis of learning outcomes. (ACEI 4.0)	2 1 0
Comments:	

The Candidate:	Rating:
Part 4: Instructional Sequence	
4a. Designs lesson plans and learning activities that are aligned with the stated learning goals and objectives, appropriate for the developmental and experience level of the target learners, and sequenced logically to move students toward achievement of the objectives. (ACEI 3.1)	2 1 0
4b. Incorporates accurate content and discipline-appropriate ways of promoting learners' understandings of the lessons' content and related concepts. (ACEI 3.1)	2 1 0
4c. Differentiates and modifies instruction and learning tasks according to the needs of learners with learning exceptionalities and language differences. (ACEI 3.2)	2 1 0
4d. Integrates learning activities and resources that are culturally relevant for the target learners. (ACEI 3.2)	2 1 0
4e. Incorporates a variety of instructional strategies, activities, and resources into lessons that are well-selected for promoting students' engagement in higher-order thinking. (ACEI 3.3)	2 1 0
4f. Plans for student-centered learning opportunities that actively and purposefully engage learners with one another. (ACEI 3.4)	2 1 0
4g. Selects appropriate technology and media communication tools to facilitate and enhance learning. (ACEI 3.5)	2 1 0
4h. Plans for communication and/or collaboration with families for the purposes of supporting learners' growth and well-being. (ACEI 5.2)	2 1 0
Comments:	

Part 5: Analysis of Student Learning	
5a. Presents accurate and easy-to-understand data summaries on key assessments and learning objectives. (ACEI 4.0)	2 1 0
5b. Analyzes assessment data and draws appropriate, meaningful, and data-based conclusions about the impact of instruction on student learning for the whole group and subgroups of learners. (ACEI 4.0)	2 1 0
Comments:	

Part 6: Evaluation and Reflection	
6a. Engages in on-going and critical reflection regarding the learning outcomes for individual learners and groups of diverse learners; demonstrates insights regarding the effectiveness of various instructional approaches for the target learners. (ACEI 5.1)	2 1 0
6b. Reflects on the effect of the learning experiences for individual learners and groups of diverse learners; demonstrates insights regarding the authentic nature and cultural relevance of those learning experiences for the target learners. (ACEI 5.1)	2 1 0
Comments:	