

**Curriculum and Instruction Department  
 Teacher Work Sample Rating Form**

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.

- 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.

	Met	Dev	Not Met
<b>Section 1. Learning-Teaching Context</b> <i>Clearly described contexts with relevant information; appropriate conclusions regarding implications for teaching and learning</i> Comments:			
<b>Section 2. Student Learning Goals and Behavioral Objectives</b> <i>(Specific goals and objectives rated in Section 4.)</i> <i>Clear and appropriate rationale for selection of learning goals and objectives</i> Comments:			
<b>Section 3. Assessment Plan</b> <i>(Specific assessments rated in Section 4.)</i> <i>Clear and appropriate rationale for selection of assessments and diversity subgroup.</i> Comments:			
<b>Section 4. Instructional Sequence - The following subsections represent the complete, accurate, and appropriate information that should be included in each lesson plan of Section 4:</b>			
<ul style="list-style-type: none"> <li>■ Learning Goals and Objectives  <i>Well written, appropriate, varied, with higher-order thinking goals and objectives</i></li> </ul> Comments:			
<ul style="list-style-type: none"> <li>■ Content and Standards  <i>Well selected and appropriate disciplines and standards</i></li> </ul> Comments:			
<ul style="list-style-type: none"> <li>■ Materials, Texts, and Technology Resources  <i>Well selected, well documented, varied, and appropriate high- and low-tech resources</i></li> </ul> Comments:			
<ul style="list-style-type: none"> <li>■ Prerequisite Skills and Knowledge</li> </ul>			

<p><i>Appropriate and worthwhile information to guide instructional decisions</i></p> <p>Comments:</p>			
<p>■ <b>Sequence of Instruction and Learning Activities</b>  <i>Clear, well organized explanation of what teachers and learners are doing throughout the lesson to move toward accomplishing the stated learning objectives; engaging, motivating, and developmentally appropriate, and well sequenced activities</i></p> <p>Comments:</p>			
<p>■ <b>Modification and Differentiation of Instruction</b>  <i>Appropriate and beneficial modifications for learners with specific needs; clear attention to a variety of learner abilities and preferences</i></p> <p>Comments:</p>			
<p>■ <b>Outreach to Family and/or Community</b>  <i>Appropriate interaction with family and/or community that is aligned with the stated goals and objectives</i></p> <p>Comments:</p>			
<p>■ <b>Authentic Assessment</b>  <i>Appropriate, ongoing, and varied approaches to assessment that are well aligned with the stated goals and objectives.</i></p> <p>Comments:</p>			
<p><b>Section 5. Analysis of Student Learning</b>  <i>Data-based analysis with thoughtful, analytic interpretations of learner outcomes for whole and subgroup(s); clear accompanying evidence of learner outcomes on assessments</i></p> <p>Comments:</p>			
<p><b>Section 6. Unit Evaluation and Reflection</b>  <i>Thorough, insightful, and evidence-based reflections with the potential to promote future professional growth</i></p> <p>Comments:</p>			

Evaluator/Supervisor/Faculty \_\_\_\_\_ Date \_\_\_\_\_

Comments/Recommendations: