

Teacher Work Sample Rating Form Adolescence English Education 7-12

Student Teacher _____ Semester _____

Course _____ Rater _____

Target Language _____ Level/Course _____

Teacher Work Sample Unit _____

Use the following rating scale to evaluate the teacher candidate's performance on the Teacher Work Sample using the criteria indicated below. These criteria are aligned with NCTE Standards, a set of knowledge, dispositions, and performances deemed essential for beginning Adolescence English Language Arts educators and the expectations that SUNY Oswego has for its Adolescence English Education teacher candidates. For student teachers, for each rating that falls below the target score of 2, include a comment to explain the rating. For candidates in English Methods, for each rating that falls below the score of 1, include a comment to explain the rating.

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 or approaching the target criteria.

Criteria: The candidate...	Rating:
<i>Section 1: Learning-Teaching Context</i>	
1a. Demonstrates in-depth knowledge of the characteristics of the community, school and classroom that may affect student learning, including the potential impact of cultural, economic, political and social environment upon language. (NCTE 3.1.1; 3.3.2)	2 1 0
1b. Draws appropriate and specific conclusions regarding implications for ELA teaching and learning. (2.1)	2 1 0
<i>Section 2: Learning Goals and Objectives</i>	
2a. Demonstrates the ability to write clear learning goals and objectives; explains how these are explicitly aligned with Common Core ELA standards and local curricular goals. (3.1-3.7)	2 1 0
2b. Develops goals and objectives that are appropriate for <i>all</i> learners including those with special needs such as gifted students, struggling readers or writers, students with disabilities, culturally diverse students, and speakers of other languages. (2.1, 2.3, 3.1)	2 1 0
<i>Section 3: Assessment Plan</i>	
3a. Plans fair and equitable on-going assessment of learning goals and objectives through varied and well-aligned formative and summative assessments. (4.10)	2 1 0
3b. Uses assessment strategies that are valid for measuring the stated learning objectives; provides well-informed rationale consistent with Common Core ELA standards for the selected assessments and their design. (4.10)	2 1 0

Section 4: Instructional Sequence			
4a. Plans lessons and activities consistent with the Common Core ELA standards, using a variety of instructional strategies and stimulating curricula that enhance students’ literacy skills and knowledge of literature. Demonstrates meaningful and creative connections between ELA curriculum and developments in culture and society. (2.1-2.6; 3.1-3.6; 4, especially 4.9)	2	1	0
4b. Uses well-selected and appropriate materials, texts, media, and technology resources; teaches students to construct meaning from media and non-print texts and to recognize the influence of media on culture, actions, and communication. Addresses grammar or other language issues (e.g., semantics, syntax, dialects, code-switching, morphology) (3.6; 4.1-4.9)	2	1	0
	2	1	0
4c. Provides or shows opportunities for teacher and student collaboration with other classrooms, families, and/or community members beyond the classroom. (4.3)	2	1	0
4d. Uses differentiated instruction and appropriate modifications for learners with special needs; demonstrates clear attention to a variety of learner abilities, cultures, and preferences. (4.7; 4.8; 4.9)			
4e. Plans for and uses appropriate ongoing, varied approaches to ELA assessment that are well-aligned with the stated goals and objectives. (4.10)			
Section 5: Analysis of Student Learning			
	2	1	0
5b. Draws appropriate and meaningful conclusions about the impact of instruction on learning for all students. (3.1.2; 4.10)	2	1	0
5c. Analysis of assessment data clearly evidences the impact on and progress towards learning goals of whole class and individual students of varying performance/ability. (4.10)	2	1	0
Section 6: Evaluation and Reflection			
6a. Engages in on-going and critical reflection, using teacher-researcher models of classroom inquiry, regarding the learning outcomes for all students. Suggests modifications in instruction congruent with learning goals and the Common Core ELA standards. (2.3; 2.5; 3.7.1; 3.7.2)	2	1	0
6b. Strives to continuously to improve knowledge and understanding of both ELA content and pedagogy with clearly defined steps to meet these goals, including a plan for continued participation in English Language Arts education professional organizations. (2.3)	2	1	0

Additional Comments