**Teacher Work Sample (Fall 2023 – Spring 2024)**

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|  | **Unacceptable value: 0.00**  | **Developingvalue: 1.00**  | **Proficient value: 2.00**  | **Score/Level** |
| --- | --- | --- | --- | --- |
| Contextual Factors (1)Knowledge of District and School, Factors | Teacher does not demonstrate knowledge of the characteristics of the district and school.  | Teacher demonstrates a general knowledge of the characteristics of the district, and school. | Teacher demonstrates a comprehensive knowledge of the characteristics of the district and school.  |   |
| Contextual Factors (2)Knowledge of Characteristics of Students | Teacher displays minimal knowledge of student differences (i.e., development, culture, abilities/disabilities) that may affect learning.  | Teacher displays general knowledge of student differences (i.e., development, culture, abilities/disabilities) that may affect learning.  | Teacher displays general andspecific knowledge of student differences (i.e., development, culture, abilities/disabilities) that may affect learning.  |   |
| Contextual Factors (3)Classroom Features | Teacher displays little knowledge about grouping, scheduling and classroom arrangement. | Teacher displays general knowledge about grouping, scheduling and classroom arrangement.  | Teacher displays general andspecific knowledge about grouping, scheduling and classroom arrangement. |   |
| Contextual Factors: (4)Implications for Instructional Planning  | Teacher does not provideimplications for instructionbased on individual student differencesand any other factors that will influence planning. | Teacher provides generalimplications for instructionbased on individual student differencesand any other factors that will influence planning. | Teacher provides specificimplications for instructionbased on individual student differences and any other factors that will influence planning. |   |
| Contextual Factors (5)Communication with Families | Teacher displays minimal knowledge of how he/she and the school would communicate with families. | Teacher has a basic knowledge how he/she and the school communicate with families using at least three (3) specific examples. | Teacher demonstrates an extensive knowledge of how he/she communicate with families citing more than three (3) specific examples. |  |
| Unit Objectives: (1)Listing of Objectives | Unit objectives are not clearly stated and objectives and/or objectives are not appropriate for the development of student needs. | The majority of the unit objectives are clearly stated and are appropriate for the development of student needs. | All of the unit objectives are clearly stated and are significant, challenging, varied and appropriate. |  |
| Unit Objectives: (2)Alignment with National, State, or Local Standards | The majority of the unit objectives are not correctly aligned with national, state or local standards. | The majority of the unit objectives are correctly aligned with national, state or local standards. | All of the unit objectives are correctly aligned with national, state or local standards. |  |
| Assessment Plan: (1)Overview | Content and methods of assessment lack congruence with learning objectives or lack cognitive complexity. | Some of the learning objectives are measured through the assessment plan, but some do not include prompts, directions or criteria for measuring student performance. | Each of the learning objectives is measured through the assessment plan. Assessments are congruent with the learning objectives in content and cognitive complexity. |  |
| Assessment Plan: (2) Assessment Adaptations | Assessment adaptation(s) are not existent or do not meet the needs of the individual student(s).  | Assessment adaptation(s) meet the individual needs of the student(s) and include the integration of knowledge, skills and reasoning ability. | Assessment adaptation(s) include multiple and creative assessment modes that meet the needs of the individual student(s). |   |
| Design for Instruction: (1)Results of Pre-Assessment | The results of the pre-assessment do not clearly determine patterns of student performance relative to each learning objective or do not indicate any misconceptions students may have about the unit of instruction. | The results of the pre-assessment show a pattern of student performance relative to each learning objective and indicate some misconceptions students may have about the unit of instruction. | The results of the pre-assessment clearly demonstrate a pattern of student performance relative to each learning objective and student misconceptions about the unit of instruction are clearly explained. |   |
| Design for Instruction: (2)Unit Overview | The lessons within the unit arenot logically organized (i.e., sequenced) and the strategies/techniques listed do not move the students toward achieving the unit learning objectives.  | The lessons within the unithave some logical organization and the strategies/techniques listed appear to be somewhat useful in movingstudents toward achieving the unitlearning objectives.  | All lessons within the unit are logically organized and the strategies/techniques listed are creative and useful in movingstudents toward achieving the unitlearning objectives.  |   |
| Design for Instruction: (3)Instructional Strategy/Techniques | Little variety of instruction, activities, assignments, andresources. Heavy reliance ontextbook or single resource (i.e., work sheets).  | Some variety in instruction, activities, assignments, orresources but with limitedcontribution to student learning.  | Significant variety ofinstruction, that includes activities, assignments, and/or resources. This variety makes a clear contribution to student learning.  |   |
| Design for Instruction: (4)Use of Available Technology | Available technology is inappropriatelyused OR the teacher proposes the use of technology but does not explain how the technology could improve student learning.  | Teacher uses available technology and explains how it makes a significantcontribution to student learning OR the teacher proposes the use of technology and explains how it can improve student learning.  | Teacher integrates appropriate, available technology that makes a significant contribution to student learning ORthe teacher proposes a comprehensive technology plan that could be incorporated in the unit plan and explains how it would contribute to greater student learning. |   |
| Instructional Decision Making: (1)Modifications Based on Analysis of Student Learning | Teacher describes the class as “oneplan fits all” with no modifications.  | Some modifications of theinstructional plan are made toaddress individual studentneeds, but these are not basedon the analysis of studentlearning, best practice, orcontextual factors.  | Appropriate modifications ofthe instructional plan aremade to address individualstudent needs. Thesemodifications are informedby the analysis of studentlearning/performance, bestpractice, or contextualfactors. An explanationof why the modificationswould improve studentprogress is included. |   |
| Analysis of Student Learning: (1)Whole Class | Analysis of student learning fails to include any evidence of impact on student learning interms of numbers of students who achieved and made progress toward mastering the unit learning objectives.  | Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward unit learning objectives.  | Analysis of student learningincludes clear evidence of theimpact on student learning interms of number of studentswho achieved and madeprogress toward each unit learning objective.  |   |
| Analysis of Student Learning: (2)Individuals | Ineffective analysis of the students’ post assessment that resulted in a poor remedial plan. | Satisfactory analysis of the students’ post assessment that resulted in a good remedial plan. | An excellent analysis of the students’ post assessment that resulted in individual remediation plans. |  |
| Reflection and Self-Evaluation: (1)Student Success | Simplistic or superficial reasons provided to explain why students were successful in achieving the unit learning objective. | Two insightful reasons were provided to explain why students were successful in achieving the unit learning objective. | More than two insightful reasons were provided to explain why students were successful in achieving the unit learning objective. |   |
| Reflection and Self-Evaluation: (2)Student Difficulty | Simplistic or superficial reasons were provided to explain why students were not successful in achieving the learning objective and/or no simplistic or superficial ideas as to what could be done to improve students’ performance. | Two insightful reasons were provided to explain why students were not successful in achieving the learning objective and a good plan was provided to improve students’ performance. | More than two insightful reasons were provided to explain why students were not successful in achieving the learning objective and comprehensive plan was provided to improve students’ performance. |   |
| Reflection and Self-Evaluation: (3)Professional Development | Provides one or two simplistic professional learning goals that are related to the insights and experiences drawn from the TWS experience and/or does not provide a well thought out plan for meeting the goals. | Provides two achievable professional learning goals that emerged from the insights and experiences drawn from the TWS experience and provides a well thought out plan for meeting the goals. | Provides more than two well thought out learning goals that emerged from the insights and experiences drawn from the TWS experience and provides a well thought out plan for meeting the goals. |   |
| Conventions:Sentences | Many (3+) incomplete sentences and/or run ons or fragments. | Few (1-2) incomplete sentences and/or run ons or fragments. | Complete sentences: no run-ons or fragments; variety in length and sentence type to ensure good flow of ideas. |   |
| Conventions:Appropriate Word Choice | Many (3+) errors in using educational and related terms in document correctly. | Few (1-2) errors in using educational and related terms in document correctly. | Uses educational and/or related terms correctly; varies language. |  |
| Conventions:Grammar | Many (3+) errors in agreement, number or tense. | Few (1-2) errors in agreement, number or tense. | No errors in agreement, number or tense. |  |
| Conventions:Accurate Spelling/Correct Punctuation | Many (3+) spelling and/or punctuation errors. | Few (1-2) spelling and/or punctuation errors. | No spelling and/or punctuation errors. |  |
| Typed document using 12 font AND double spaced. | None of the two tasks were accomplished. | One of the tasks was accomplished. | Both tasks were accomplished. |  |
| Conventions:Overall appearance of TWS | Poorly organized; sections not labeled; difficult to find supporting materials | Appearance and organization good, but a bit more effort in putting the binder together was needed. Somewhat difficult to find supporting evidence. | Overall appearance and organization excellent; cover on binder contained all necessary information; section dividers helped to locate topics and supporting evidence. |  |
|  **TOTAL POINTS**………………………………………………………………………………………….. |

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Grading:

|  |  |
| --- | --- |
| **Percentage Score** | **Grade** |
|  **96-100%** |  **A** |
|  **92-95** |  **A-** |
|  **89-91** |  **B+** |
|  **85-88** |  **B** |
|  **82-84** |  **B-** |
|  **81-79** |  **C+** |
|  **75-78** |  **C** |
|  **72-74** |  **C-** |
|  **70-71** |  **D** |
|  **Below 70** |  **F** |