Teacher Work Sample Rubric

The Teacher Work Sample is a performance assessment that you must successfully complete during your internship or student teaching. Successful completion requires a score of at least "effective" (2 points) on the Teacher Work Sample for each criterion, for a total of 28 points with no scores of 0 or 1.

Utah Effective Teaching Standards		0—Not effective	1—Emerging effective	2—Effective	3—Highly effective
Learning Context					
Learner Development (UETS 1) The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development; *Learning Differences* (UETS 2) The teacher understands individual learner differences and cultural and linguistic diversity.	School and student information	All demographic information for school and class is provided. No evidence that knowledge of students influenced instructional decisions.	All demographic information for school and class is provided. Evidence shows that background knowledge about students influenced instructional decisions.	All demographic information for school and class is provided. Evidence shows that background knowledge of whole class was assessed and influenced instructional decisions.	All demographic information for school and class is provided. Evidence shows that background knowledge about individual students influenced instructional decisions.
Focus Students					
Learning Differences (2a) Understands individual learner differences and holds high expectations of students. (2b) Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.	Focus students	Focus students are not described.	Minimal description of focus students (minimum of 2) (e.g., test scores only, skills only, behavior only).	Focus students (minimum of 2) are described in terms of their prior learning, academic background, and personal background. The two students require different levels/types of support.	Focus students (two or more) are described in terms of their prior learning, academic background, and personal background AND instructional decisions/levels/types of support based on this knowledge are explained.
Lesson Plans					
	Lesson titles, subject, grade level, time	Information is missing.		All information is provided.	
Instructional Planning (UETS 6b) Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.	Rationale for methods	No rationale provided.	Rationale for methods references teacher's edition of textbook or other materials required by district, cooperating teacher, or other authority.	Rationale for methods provides a justification for teaching methods that references learning in methods class, professional development, or research literature.	Rationale for methods provides a justification for teaching methods that references and explicitly connects instructional decisions to learning in methods class, professional development, or research literature.
Instructional Planning (UETS 6a) Plans instruction based on the Utah Core Standards.	Standards	No standards are provided OR standards do not align with subject and/or objectives.		Core standards are provided and match content.	

Learning Differences (UETS 2e) Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency. *Content Knowledge* (4e) Supports students in learning and using academic language accurately and meaningfully.	Academic language	Language supports are missing OR are not aligned with the language demands of the learning task.	Language supports primarily address definitions of vocabulary.	Plans include general support for use of vocabulary as well as additional language demands.	Plans include targeted support for use of vocabulary as well as additional language demands.
Instructional Planning (6c) Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, & demonstrations of learning; *Instructional Strategies* (7g) Supports content and skill development by using multiple media and technology resources & knows how to evaluate these resources for quality, accuracy, and effectiveness.	Required materials, resources, and technology tools	No information provided.	Materials, resources, and technology tools are described. At least one lesson incorporates a technology tool.	All information is provided and materials, resources, and technology tools are attached or included as files or images.	All information is provided and materials, resources, and technology tool(s) are attached or included as files or images, along with justification for their use.
Assessment (5a) Designs or selects pre-assessments, formative, & summative assessments in a variety of formats that match learning objectives & engage the learner in demonstrating knowledge and skills.	Lesson objectives	No specific objectives provided OR objectives are not aligned with standards, procedures, or assessment.	Objectives are aligned with one of the following: the standards, the procedures, OR the assessment.	Objectives are aligned with the standards, the procedures, and the assessment.	
Instructional Planning (6b) Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.	Instructional procedures	Procedures are absent OR unclear and difficult to follow OR do not match lesson objectives.	Procedures are vague, lacking detail required for a third party to follow the lesson.	Procedures are clear, but may lack sufficient detail to enable a third party to follow the lesson without aid.	The lesson is logical and engaging. Students know what to expect and what is expected of them. Procedures are clear & detailed to enable a third party to follow the lesson without aid. Procedures clearly match lesson objectives.
Instructional Planning (6c) Differentiates instruction for individuals	Differentiation & adaptations/ accommodation	There is no evidence of differentiation, or	Planned adaptations or accommodations	Planned adaptations or accommodations	Planned adaptations or accommodations provide specific

and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, & demonstrations of learning.		adaptations or accommodations for students.	are focused on the characteristics of the whole class.	are tied to the learning objectives AND address the needs of specific individuals or groups with similar needs.	strategies for specific students and respond to students' errors and possible misunderstandings.
Assessment (5a) Designs or selects pre-assessments, formative, & summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.	Assessment plan	No assessment provided for the lessons, or assessment does not measure objective(s).	Assessment provided for the lessons but inaccurately measures the objective(s).	Formative and/or summative assessment has clear relationship to the lessons and objective(s).	Formative and/or summative assessments are defined and fully aligned with all objectives addressed in the lessons.

Reflection

Reflection and Continuous Growth (8a) Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching & learning and to reflect on and adapt planning and practice.	Analyze teaching effectiveness	Candidate suggests no changes are needed OR suggests changes unrelated to evidence of student learning.	Candidate proposes changes that are focused primarily on managerial tasks (more time, improving directions, changing groups, behavior, etc.) to improve student learning.	Candidate proposes changes in teaching practice that address students' collective learning needs related to the objectives.	Candidate proposes changes in teaching practice that address individual students' learning needs related to the objectives.
Assessment (5d) Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	Analyze student learning	No assessment data provided.	Assessment of student work provides detail about the quality of the focus students' work or provides a quantitative summary. Includes documentation of student work.	Assessment of student work provides detail about the quality of the focus students' work or provides a quantitative summary. Students' misunderstanding or errors are discussed. Includes documentation of student work.	Assessment of student work provides detail about the quality of the focus students' work or provides a quantitative summary. Students' misunderstandings or errors are discussed. The teacher describes how s/he will modify the unit to improve student outcomes. Includes documentation of student work.

Professional Writing

Professional and Ethical Behavior (10d) Maintains accurate instructional & non-instructional records.	Clarity and attention to conventions	Poor quality of professional writing is evidenced by lack of clarity of writing and abundant spelling, usage &/or grammar that impede understanding.	Occasional lack of clarity of writing AND spelling, usage &/or grammar errors are distracting but do not impede understanding.	Writing is clear. Minor lack of attention to formal writing is evidenced by occasional spelling, usage, or grammar error.	Professional attention to formal writing is evidenced by clarity in writing AND few or no spelling, usage, and grammatical errors.