

## University of Puerto Rico - Aguadilla Teacher Preparation Program Teaching English with Multimedia Elementary (EDPE ) and Secondary (EDPE 4246)

## Teacher Work Sample

Teacher Candidate	
Practicum Center	
Cooperating Principal	
Cooperating Teacher	
Grade	
Topic	
From to	
Candidate's Signature	Date
Cooperating Teachers Signature	Date
Practicum Supervisor	Date
Grade:	
Observations:	

#### The Teacher Work Sample will include the following sections:

- I. Contextual Factors and Adaptation to the Learning Environment
- II. Learning Objectives
- III. Learning Assessment Plan
- IV. Instructional Design and Teaching
- V. Decision Making in the Teaching Process
- VI. Analysis of Learning Results
- VII. Reflection and Self-evaluation of the Teaching Process
- VIII. References
- IX. Appendices

#### **Scoring scale:**

- 3 = All relevant criteria to the teaching learning process were applied.
- 2 = Most relevant criteria to the teaching learning process were applied.
- 1 = Few of the relevant criteria to the teaching learning process were applied.
- 0= None of the relevant criteria to the teaching learning process were applied.

Section I Contextual Factors and Adaptation to the Learning Environment Rubric

Criteria	3	2	1	0	Observations
Knowledge of	Candidate	Candidate	Candidate	Candidate	
Community,	displays a	displays some	displays	displays no	
School and	comprehensive	knowledge of	minimal,	knowledge of	
Classroom	understanding	the	irrelevant or	the	
Factors	of the	characteristics	biased	characteristics	
	characteristics	of the	knowledge of	of the	
	of the	community,	the	community,	
	community,	school, and	characteristics	school, and	
	school, and	classroom that	of the	classroom that	
	classroom that	may affect	community,	may affect	
	may affect	learning.	school, and	learning.	
	learning.		classroom that		
			may affect		
			learning.		
Knowledge of	The candidate	The candidate	The candidate	The candidate	
Characteristics	displays general	displays general	displays	displays no	
of Students	and specific	knowledge of	minimal,	knowledge of	
	understanding	student	stereotypical, or	student	
	of student	differences	irrelevant	differences	
	differences	(e.g.,	knowledge of	(e.g.,	
	(e.g.,	development,	student	development,	
	development,	interests,	differences	interests,	
	interests,	culture, abilities	(e.g.,	culture, abilities	
	culture, abilities	/disabilities)	development,	/disabilities)	
	/disabilities)	that may affect	interests,	that may affect	
	that may affect	learning.	culture, abilities	learning.	
	learning.		/disabilities)		
			that may affect		
			learning.		
	Candidate	Candidate	Candidate	Candidate	
	displays general	displays general	displays	displays no	
Knowledge of	and specific	knowledge of	minimal,	knowledge of	
Students'	understanding	the different	stereotypical, or	the different	
Varied	of the different	ways students	irrelevant	ways students	
Approaches to	ways students	learn (e.g.,	knowledge of	learn (e.g.,	
Approaches to	ways students	ream (e.g.,	Kilowicuge oi	rearn (e.g.,	<u> </u>

Learning	learn (e.g., learning styles, learning modalities) that may affect learning.	learning styles, learning modalities) that may affect learning.	the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	learning styles, learning modalities) that may affect learning.
Knowledge of Students' Skills and Prior Learning	Candidate displays general and specific understanding of students' skills and prior learning that may affect learning.	Candidate displays general knowledge of students' skills and prior learning that may affect learning.	Candidate displays little or irrelevant knowledge of students' skills and prior learning that may affect learning.	Candidate displays no knowledge of students' skills and prior learning that may affect learning.
Implications for Instructional Planning and Assessment	Candidate provides specific implications for instruction and assessment base on student individual differences and community, school and classroom characteristics.	Candidate provides general implications for instruction and assessment base on student individual differences and community, school and classroom characteristics.	Candidate provides inappropriate implications for instruction and assessment based on student individual differences and community, school and classroom characteristics.	Candidate provides no implications for instruction and assessment based on student individual differences and community, school and classroom characteristics.

Total		/1	,
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# Section II Learning Objectives Rubric

Criteria	3	2	1	0	Observations		
Significance, Challenge and Variety	Objectives reflect several types or levels of learning and are significant and challenging.	Objectives reflect several types or levels of learning but lack significance and challenge.	Objectives reflect only one type or level of learning.	Objectives do not reflect types or levels of learning and are significant and challenging.			
Clarity	Most of the objectives are clearly stated as learning outcomes.	are objectives are clearly stated as learning learning outcomes.		objectives are clearly stated as learning outcomes.		Objectives are not stated and are activities rather tan learning outcomes.	
Appropriateness for Students	Most objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Some objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Objectives are not stated.			
Alignment with National, State or Local Standards	Most of the objectives are explicitly aligned with national, state or local standards.	Some of the objectives are explicitly aligned with national, state or local standards.	Objectives are not aligned with national, state or local standards.	Objectives are not stated.			
Alignment with Grade-level Expectations	All of the objectives are aligned with the grade-level expectations.	Some of the objectives are aligned with the grade-level expectations.	Objectives are not aligned with the grade-level expectations.	Objectives are not stated.			

<b>Total:</b>	/15

Section III Learning Assessment Plan Rubric

Criteria	3	2		1		0		Observations
Alignment of	Each of the	Some of	the	Content a	nd	The learning		
Learning	learning	learning		methods of	of	objectives are		
Objectives and	objectives is	objective	s are	assessmen	nt	not assesse	ed.	
Instruction	assessed	assessed		lack				
	through the	through t	he	congruen	ce			
	assessment	assessme	nt	with learn	ning			
	plan;	plan;		objectives				
	assessments a			lack cogn				
	congruent with	_		complexi	ty.			
	the learning	the learni	-					
	goals in conte	_						
	and cognitive	and cogn						
	complexity.	complexi	ty.					
				-				
Clarity of	Assessment	Assessme	ent	The		There is no	0	
Criteria and	criteria are cle	ar   criteria h	ave	assessmen	assessments assessment for			
Standards for	and explicitly	been dev	eloped,	contain n	O	measuring		
Performance	linked to the	but they		clear crite	eria	student		
	learning	clear and		for measu	ıring	performan	ce.	
	objectives.	not expli	•	student				
		linked to	the	performa				
		learning		relative to	the the			
		objective	S.	learning				
				objectives	S.			
Multiple	The assessmen			The		There is no	0	
Modes and				assessmen	t			
Approaches	multiple	multiple		plan inclu	ıdes	plan.		
	assessment	assessme		only one				
	modes	modes bu		assessment				
	(including	are either		modes and				
	performance	pencil/pa			does not assess			
	assessments, l	ab based (i.e	. mey	student be				
	reports, research	performa	nco	during an after	u			
	projects, etc.)	-		instructio	n			
	projects, etc.)	assessme	1118)	Instructio	11.			

	and assess student performan		and/or do require the integration	e					
	throughou		knowledge						
	instruction		skills and	-,					
	sequence.		reasoning						
	1		ability.						
			Š						
Technical	Assessmer	nts	Assessmen	nts	Assessme	ents	There is no	)	
Soundness	appear to l	oe .	appear to l	have	are not va	ılid;	assessmen	t	
	valid; scor	ing	some valid		scoring		plan.		
	procedure		Some scor		procedure	es are			
	explained;	most	procedure		absent or				
	items or		explained;	some	inaccurate	e;			
	prompts an		items or		items or				
	clearly wr		prompts a		prompts a				
	directions		clearly wr		poorly wr				
	procedures	s are	some direc		directions				
	clear to		and proced		procedure				
	students.		are clear to	0	confusing	; to			
			students.		students.				
A 7 4 4°	C 1: 1 4		C 1: 1 4		C 1:1.4	1	7D1 '		
Adaptations	Candidate		Candidate		Candidate		There is no		
Based on the	makes	_ 4_	makes	- 4-	not adapt		adaptation		
Individual	adaptation		adaptation		assessmen	nts to	assessmen		
Needs of	assessmen		assessmen		meet the	1	according		
Students	are approp		are approp		individua needs of	1	student ne	eas.	
	individual		individual		students of				
	of most	neeus	of some	neeus	these	Л			
	students.		students.		assessmei	nte			
	students.		students.		assessine	1113			
					inappropr	iate			
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**Section IV Instructional Design and Teaching Rubric** 

Criteria	3	2	1	0	Observations
Alignment with	All lessons are	Most lessons	Few lessons	Lessons,	
<b>Learning Goals</b>	explicitly linked	are explicitly	are explicitly	learning	
	to learning	linked to	linked to	activities,	
	objectives. All	learning	learning	assignments and	
	learning	objectives.	objectives.	resources are	
	activities,	Most learning	Few learning	not linked to	
	assignments and	activities,	activities,	learning	
	resources are	assignments and	assignments	objectives.	
	aligned with	resources are	and resources		
	learning	aligned with	are aligned		
	objectives. All	learning	with learning		
	learning	objectives.	objectives.		
	objectives are	Most learning	Few learning		
	covered in the	objectives are	objectives are		
	design.	covered in the	covered in the		
		design.	design.		
Accurate	Candidate's use	Candidate's use	Candidate's	Candidate's use	
Representation	of content	of content	use of content	of content is	
of Content	appears to be	appears to be	appears to	inaccurate.	
of Content	accurate. Focus	mostly accurate.	contain	Focus of the	
	of the content is	Shows some	numerous	content is not	
	congruent with	awareness of	inaccuracies.	congruent with	
	the big ideas or	the big ideas or	Content seems	the big ideas or	
	structure of the	structure of the	to be viewed	structure of the	
	discipline.	discipline.	more as	discipline.	
	wistipinio.	wis orprine.	isolated skills	шотрино	
			and facts rather		
			than as part of		
			a larger		
			conceptual		
			structure.		

All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objectives.	The lessons within the unit have some logical organization But do not appear to be useful in moving students toward achieving the learning objectives.	All lessons within the unit are not logically organized and lack usefulness in moving students toward achieving the learning objectives.	
Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets.)	No variety across instruction, activities, assignments, and/or resources	
has been designed with reference to contextual factors and pre- assessment data. All activities and assignments	has been designed with reference to contextual factors and pre- assessment data. Most activities and assignments	instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments	not been designed with reference to contextual factors and pre- assessment data. Activities and assignments do not appear	
	within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.  Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.  All instruction has been designed with reference to contextual factors and preassessment data. All activities and	within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.  Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.  All instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear  within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objectives.  Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.  Most instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear	within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.  Significant variety across instruction, activities, and/or resources. This variety makes a clear contribution to learning.  All instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear  within the unit have some logical organization But do not appear to be useful in moving students toward achieving the learning objectives.  Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.  Little variety of instruction, activities, assignments, or resources but with limited contribution to learning.  All instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear	within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.  Significant variety across instruction, activities, and/or resources. This variety makes a clear contribution to learning.  All instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear appear in within the unit have some logical logical organization organization organization and appear to be useful in moving students toward useful in moving students toward achieving the learning objectives.  Little variety mitted useful in moving students toward achieving the learning objectives.  Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets.)  All instruction has been designed with reference to contextual factors and preassessment data. All activities and assignments appear appear appear are assignments appear are activities and assignments appear are assignments appear are assessment data. Some activities and assignments appear are productive and within the unit have some logical organization and appear to be useful in moving students toward achieving the learning objectives.  Little variety variety variety variety variety variety variety variety variety of instruction, activities, activities, assignments, archieving the learning objectives.  Little variety vari

	appropriate each stude		appropriat each stude		appropriate for each student.		each student		
Use of Technology	Candidates integrates appropriate technology makes a significant contribution teaching and learning on provides a strong ration for not using technology	ey that on to nd onale ong	Candidate integrates technology it does not a significate contribution teaching a learning or provides light rationale frusing technology.	y but make nt on to nd r imited for not	Technologinapproprused or te does not gan approprationale in not using	iately acher give oriate for	Technolog not used at	•	

Total: \_\_\_\_\_/18

Section V
Decision Making in the Teaching Process Rubric

Criteria	3	2	1	0	Observations
Sound	All instructional	Most	Instructional	Instructional	
Professional	decisions are	instructional	decisions are	decisions are	
Practice	pedagogically sound (i.e., they will likely lead to student learning).	decisions are pedagogically sound (i.e., they will likely lead to student learning).	mostly appropriate, but some decisions are not pedagogically sound.	inappropriate and not pedagogically sound.	
Modifications	Appropriate	Most	Some	Candidate treats	
Base don	modifications of	modifications	modifications	class as one	
Analysis of	the instructional	of the	of the	plan fits all	
Student	plan are made to	instructional	instructional	with no	

Learning	address indivisudent need These modification informed by analysis of student learn performance practice, or contextual factors. Incl explanation of why the modification would improstudent program	s. s are the ing/ , best ude of s ve	plan are not address individual student not. These modificat are informed by the analog of student learning/performant best pract or context factors. Include explanation why the modificat would improgress.	ions ned alysis t nce, ice, tual on of	plan are not address individual student not based the analysistudent learning, practice, of contextual factors.	eeds, are on sis of best or	modificati	on.	
Congruence Between Modifications and Learning Goals	All modification in instruction congruent will learning objectives.	n are	Some modificat in instructure are congressively with learn objectives	tion uent ning	Few modificat in instruct are congressith learn objectives	tion uent ing	Modification in instruct lack congruence with learn objectives	ion e ing	

Total: \_\_\_\_\_/9

Section VI Analysis of Learning Results Rubric

Criteria	3	2	1	0	Observations
Clarity ad	Presentation is	Presentation is	Presentation is	No presentation	
Accuracy of	easy to	easy to	not clear and	of data is	
Presentation	understand and	understand and	accurate; it	available.	
	contains no	contains few	does not		
	errors of	errors of	accurately		

	representat	tion.	representa	tion.	reflect the	data.			
Alignment with Learning Objectives	Analysis is aligned wi learning objectives provides a compreher profile of student lea for the who class, subgroups, two individ	and asive rning ole	Analysis i mostly aligned with learn objectives provides a comprehend profile of student leafor the who class, subgroups two individuals.	gned ing and ansive arning oole	Analysis somewhat aligned who learning ground a compreher profile of student learning from whole classing subgroups two individual	t tith goals, not ensive for the ass, s, and	Analysis o student lea is not aligr with learni goals.	rning ned	
Interpretation of Data	Interpretat meaningfu appropriate conclusion drawn from date.	l, and e is are	technically accurate, a appropriat conclusion	Interpretation is technically accurate, and appropriate conclusions are drawn from the data.		Interpretation is technically accurate, but appropriate conclusions are not drawn from the data.		ion is , and is are ed by	
Evidence of Impact on Student Learning	Analysis of student lead includes evidence of impact on student lead in terms of number of students which achieved a made programmed toward each learning.	rning f the rning ho nd ress	Analysis of student lead includes incomplete evidence of impact on student lead in terms of number of students wachieved a made progression and the students was achieved and the students was achieved a made progression and the studen	e of the arning f	Analysis of student learning f to include evidence impact on student learning i terms of numbers of students wachieved	Tails of n of who	No analysi student lea is provided	rning	

objectives.	learning objectives.	toward learning g	goals.		

Total: \_\_\_\_\_/12

Section VII Reflection and Self-evaluation of the Teaching Process Rubric

Criteria	3	2	1	0	Observations
Interpretation of	Uses evidence	Provides	No evidence or	No	
Student	to support	evidence but no	reason provided	interpretation	
Learning	conclusions	(or superficial)	to support	of student	
	drawn in	reasons or	conclusions	learning is	
	'Analysis of	hypothesis to	drawn in	provided.	
	Student	support	"Analysis of		
	Learning"	conclusions	Student		
	section.	drawn in	Learning"		
	Explores	"Analysis of	section.		
	multiple	Student			
	hypotheses for	Learning"			
	why some	section.			
	students did not				
	meet learning				
	objectives.				
Insights on	Identifies	Identifies	Identifies	Does not	
Effective	successful and	successful and	successful and	identify	
Instruction and	unsuccessful	unsuccessful	unsuccessful	successful and	
Assessment	activities and	activities or	activities or	unsuccessful	
	assessments and	assessments and	assessments, but	activities or	
	provides	superficially	does not explore	assessments,	
	plausible	explores reasons	reasons for their	and provides	
	reasons (based	for their success	success or lack	no rationale	
	on theory or	or lack thereof	thereof (no use	for why some	
	research) for	(no use of	of theory or	activities or	
	their success or	theory or	research).	assessments	
	lack thereof.	research).		were more	
				successful	

							than othe	ers.	
Alignment Among Goals, Instruction and Assessment	Logically connects a learning objectives instruction assessmen results in t discussion student lea and effecti instruction	, and t he of rning ve	Connects s learning objectives, instruction assessment results in the discussion student lea and effecti instruction	, and t he of rning ve	Connects for learning objectives, instruction, assessment results in the discussion of student lear and effective instruction.	, and ne of rning ve	Does not connect learning objective instruction and assessment results in discussion student learning effective instruction and/or the connection are irrelefer or inaccus of the connection of	es, on, ent the on of and on the ons evant	
Implication for Future Teaching	Provides in for redesign learning objectives, instruction assessment explains withese modification would impost the student learning.	, and t and thy	Provides ic for redesig learning objectives, instruction assessment offers no rationale for why these changes we improve st learning.	, and t but or ould	Provides inappropria ideas for redesigning learning objectives, instruction, assessment	g and	Provides ideas for redesignilearning objective instruction and assessment	ing es, on,	
Implications or Professional Development	Presents a number of profession	al	Presents professional learning go	oals	Provides professiona goals that a	re not	Presents profession learning		
	learning go that clearly		that are no strongly re		related to the insights and		goals.		

emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	to the insights and experiences described in this section and/or provide a vague plan for meeting the goals.	experiences described in this section.		
			<b>Total:</b>	/15

Total points fr	m all narts:	

Grade:

Gradii	ng Scale
99-89	A

88-79 B

78-69 C 68-64 D

63-0 F

Evaluation Criteria	Points	Total points obtained
I. Contextual Factors and Adaptation to the Learning Environment	15	-
II. Learning Objectives	15	
III. Learning Assessment Plan	15	
IV. Instructional Design and Teaching	18	
V. Decision Making in the Teaching Process	9	
VI. Analysis of Learning Results	12	
VII. Reflection and Self-evaluation of the Teaching Process	15	
Total	99	

### **Final observations:**