



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

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: _____/15

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. <input type="checkbox"/>	Objectives reflect several types or levels of learning but lack significance and challenge. <input type="checkbox"/>	Objectives reflect only one type or level of learning. <input type="checkbox"/>	Objectives do not reflect types or levels of learning and are significant and challenging. <input type="checkbox"/>	
Clarity	Most of the objectives are clearly stated as learning outcomes. <input type="checkbox"/>	Some of the objectives are clearly stated as learning outcomes. <input type="checkbox"/>	Objectives are not clearly stated as learning outcomes. <input type="checkbox"/>	Objectives are not stated and are activities rather than learning outcomes. <input type="checkbox"/>	
Appropriateness for Students	Most objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. <input type="checkbox"/>	Some objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. <input type="checkbox"/>	Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. <input type="checkbox"/>	Objectives are not stated. <input type="checkbox"/>	
Alignment with National, State or Local Standards	Most of the objectives are explicitly aligned with national, state or local standards. <input type="checkbox"/>	Some of the objectives are explicitly aligned with national, state or local standards. <input type="checkbox"/>	Objectives are not aligned with national, state or local standards. <input type="checkbox"/>	Objectives are not stated. <input type="checkbox"/>	
Alignment with Grade-level Expectations	All of the objectives are aligned with the grade-level expectations. <input type="checkbox"/>	Some of the objectives are aligned with the grade-level expectations. <input type="checkbox"/>	Objectives are not aligned with the grade-level expectations. <input type="checkbox"/>	Objectives are not stated. <input type="checkbox"/>	

Total: _____/15

Section III
Learning Assessment Plan Rubric

Criteria	3	2	1	0	Observations
Alignment of Learning Objectives and Instruction	Each of the learning objectives is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	Some of the learning objectives are assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	Content and methods of assessment lack congruence with learning objectives or lack cognitive complexity.	The learning objectives are not assessed.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of Criteria and Standards for Performance	Assessment criteria are clear and explicitly linked to the learning objectives.	Assessment criteria have been developed, but they are not clear and are not explicitly linked to the learning objectives.	The assessments contain no clear criteria for measuring student performance relative to the learning objectives.	There is no assessment for measuring student performance.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Multiple Modes and Approaches	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.)	The assessment plan includes multiple assessment modes but all are either pencil/paper based (i.e. they are not performance assessments)	The assessment plan includes only one assessment modes and does not assess student before, during and after instruction.	There is no assessment plan.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	and assesses student performance throughout the instructional sequence. <input type="checkbox"/>	and/or do not require the integration of knowledge, skills and reasoning ability. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Technical Soundness	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students. <input type="checkbox"/>	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students. <input type="checkbox"/>	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students. <input type="checkbox"/>	There is no assessment plan. <input type="checkbox"/>	
Adaptations Based on the Individual Needs of Students	Candidate makes adaptations to assessments that are appropriate to meet the individual needs of most students. <input type="checkbox"/>	Candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students. <input type="checkbox"/>	Candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. <input type="checkbox"/>	There is no adaptation to assessments according to student needs. <input type="checkbox"/>	

Total: _____/15

Section IV
Instructional Design and Teaching Rubric

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

Lesson and Unit 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.	
Use of Variety of Instruction, Activities, Assignments and Resources	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	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	All instruction has been designed with reference to contextual factors and pre-assessment data. All activities and assignments appear productive and	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for	

	appropriate for each student. <input type="checkbox"/>	appropriate for each student. <input type="checkbox"/>	appropriate for each student. <input type="checkbox"/>	each student. <input type="checkbox"/>	
Use of Technology	Candidates integrates appropriate technology that makes a significant contribution to teaching and learning or provides a strong rationale for not using technology. <input type="checkbox"/>	Candidates integrates technology but it does not make a significant contribution to teaching and learning or provides limited rationale for not using technology. <input type="checkbox"/>	Technology is inappropriately used or teacher does not give an appropriate rationale for not using it. <input type="checkbox"/>	Technology is not used at all. <input type="checkbox"/>	

Total: _____/18

Section V
Decision Making in the Teaching Process Rubric

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

Learning	address individual student needs. These modifications are informed by the analysis of student learning/ performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	plan are made to address individual student needs. These modifications are informed by the analysis of student learning/ performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	modification.	
Congruence Between Modifications and Learning Goals	All modifications in instruction are congruent with learning objectives.	Some modifications in instruction are congruent with learning objectives.	Few modifications in instruction are congruent with learning objectives.	Modifications in instruction lack congruence with learning objectives.	

Total: _____ / 9

**Section VI
Analysis of Learning Results Rubric**

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

	representation. <input type="checkbox"/>	representation. <input type="checkbox"/>	reflect the data. <input type="checkbox"/>	<input type="checkbox"/>	
Alignment with Learning Objectives	Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. <input type="checkbox"/>	Analysis is mostly aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. <input type="checkbox"/>	Analysis is somewhat aligned with learning goals, but does not provide a comprehensive profile of student learning for the whole class, subgroups, and two individuals. <input type="checkbox"/>	Analysis of student learning is not aligned with learning goals. <input type="checkbox"/>	
Interpretation of Data	Interpretation is meaningful, and appropriate conclusions are drawn from the date. <input type="checkbox"/>	Interpretation is technically accurate, and appropriate conclusions are drawn from the data. <input type="checkbox"/>	Interpretation is technically accurate, but appropriate conclusions are not drawn from the data. <input type="checkbox"/>	Interpretation is inaccurate, and conclusions are missing or unsupported by data. <input type="checkbox"/>	
Evidence of Impact on Student Learning	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning <input type="checkbox"/>	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of number of students who achieved and made progress toward each <input type="checkbox"/>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress <input type="checkbox"/>	No analysis of student learning is provided. <input type="checkbox"/>	

	objectives. <input type="checkbox"/>	learning objectives. <input type="checkbox"/>	toward learning goals. <input type="checkbox"/>	 <input type="checkbox"/>	
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Total: _____/12

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

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

				than others.	
Alignment Among Goals, Instruction and Assessment	Logically connects all learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Connects some learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Connects few learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	
Implication for Future Teaching	Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides inappropriate ideas for redesigning learning objectives, instruction, and assessment.	Provides no ideas for redesigning learning objectives, instruction, and assessment.	
Implications or Professional Development	Presents a small number of professional learning goals that clearly	Presents professional learning goals that are not strongly related	Provides professional goals that are not related to the insights and	Presents no professional learning 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.		
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Total: _____/15

Total points from all parts: _____

Grading Scale

99- 89 A

88-79 B

78-69 C

68-64 D

63-0 F

Grade: _____

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: