

**Teacher Candidate Work Sample Evaluation Rubric—Holistic**

**TERM:** \_\_\_\_\_

**Candidate** \_\_\_\_\_

**Major** \_\_\_\_\_

**School:** \_\_\_\_\_

**District:** \_\_\_\_\_

<b>Program Standards</b>	<b>unsatisfactory 0</b>	<b>below standard 1</b>	<b>at standard 2</b>	<b>above standard 3</b>	<b>Rating and Action</b>
<p align="center"><b>Standard I</b></p> <p><b>The candidate uses essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived to design, implement, and evaluate meaningful learning experiences for all students.</b></p>	<p>the work sample selected as evidence does not address subject matter learning</p> <p>the targeted concepts in the work sample were clearly not understood by the candidate</p> <p>no content concepts were targeted in the work sample</p>	<p>the work sample selected as evidence reveals conceptual confusion about targeted content concepts or superficial treatment of targeted content</p> <p>the work sample is a theme-related collection of activities or a duplication of textbook chapter activities</p>	<p>the work sample selected as evidence targeted key concepts that were clearly understood by the candidate</p> <p>the work sample evidences the ability to transform abstract concepts into ideas accessible to diverse learners</p>	<p>the work sample evidences the candidate's ability to use discipline specific tools of inquiry and knowledge of related resources to enhance, extend, or enrich student learning</p> <p>the work sample evidences conceptual connections to other disciplines</p>	<input type="text"/>
<p align="center"><b>Standard II</b></p> <p><b>The candidate uses essential professional knowledge and understandings of learners, development, learning, and language to design, implement, and evaluate meaningful learning experiences for all students.</b></p>	<p>the work sample selected evidences little or no awareness of diverse learners, their needs, interests, or abilities, or their various stages of development</p> <p>the work sample shows no evidence of understanding learning as a process</p> <p>the work sample shows no opportunity for students to use language to learn</p>	<p>the work sample evidences a uniform approach to the learning of all students regardless of needs, interests, abilities, learning styles, or diverse cultural backgrounds</p> <p>accommodations for special needs students are not mentioned</p> <p>the work sample shows few opportunities for students to talk or write about what is learned</p>	<p>the work sample selected evidences knowledge of students' diverse backgrounds, needs, interests, and abilities; and a conscientious attempt to use that knowledge to strengthen learning</p> <p>instructional decisions are based on learning principles</p> <p>students have ample opportunity to talk and write about what they are learning</p>	<p>the work sample evidences multiple pathways to learning based on knowledge of individual learners and groups of learners</p> <p>accommodations for special needs students were specified</p> <p>instructional design shows evidence of the conscious application of learning principles</p> <p>language is at the center of student learning</p>	<input type="text"/>

**TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Holistic**  
(continued)

Candidate \_\_\_\_\_ School \_\_\_\_\_

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
<p><b>Standard III</b></p> <p><b>The candidate uses essential knowledge and understandings about curriculum, instruction, and evaluation in the subject matter area(s) to design, implement, and evaluate meaningful learning experiences for all students.</b></p>	<p>the work sample selected evidences no relationship to long-range curricular goals or the SCOS</p> <p>no structure to lessons</p> <p>no assessment measures or ways of monitoring students' learning</p>	<p>the work sample selected evidences exclusive focus on short-range curricular goals</p> <p>the same lesson design is used over and over</p> <p>one single measure is used to assess student learning</p>	<p>clearly articulated long and short range goals aligned with SCOS</p> <p>various instructional strategies are employed</p> <p>pre and post collection of data for lesson or unit is specified; the data is analyzed, summarized, and interpreted</p>	<p>clearly articulated long and short range goals aligned with SCOS</p> <p>various instructional strategies employed;</p> <p>multiple assessment instruments for both short and long-range goals; action plans for students who do not show sufficient learning gains</p>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>
<p><b>Standard IV</b></p> <p><b>The candidate uses essential knowledge and understandings of instructional technology to design, implement, and evaluate meaningful learning experiences for all students.</b></p>	<p>the work sample selected does not require teacher use of technology or student use of technology</p>	<p>the work sample selected utilizes teacher use of traditional technologies</p>	<p>the work sample selected requires both teacher and student use of various technologies to support student learning</p> <p>evidence that technology is used for instructional purposes</p>	<p>the work sample evidences a conscientious attempt to use instructional technology to strengthen student learning while simultaneously helping students advance their own technology knowledge and skills</p>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>
<p><b>Standard V</b></p> <p><b>The candidate has a clearly defined sense of professional identity, professional purpose, professional ethics, and affiliation with the professional community</b></p>	<p>candidate seems to have no sense of direction or professional purpose</p> <p>candidate's conduct or attitude toward learning and learners is unprofessional</p> <p>candidate does not model lifelong learning</p>	<p>candidate is dependent on textbooks and other perceived authorities for purposes</p> <p>candidate's attitude toward learning and learners is passive/neutral</p> <p>candidate lacks professional self-efficacy</p>	<p>candidate has a well-defined sense of professional purpose</p> <p>candidate's approach to learning and learners is positive and ethical</p> <p>candidate models lifelong learning</p>	<p>candidate is purposeful and self-reliant</p> <p>candidate honors the ethical dimensions of teaching and learning</p> <p>candidate is not only a model for lifelong learning, but also inspires a love of learning in students</p>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>

**TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Holistic**  
(continued)

Candidate \_\_\_\_\_

School \_\_\_\_\_

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
<b>Standard VI</b> <b>The candidate uses content, pedagogical, and professional knowledge, skills, and dispositions to design, implement, and evaluate meaningful learning experiences for all students.</b>	no evidence of learning gains for individual students or groups of students	evidence of learning gains for some students based on a single measure of performance	evidence of learning gains for all students, including special needs students, as indicated on pre-post measures of performance	evidence of learning gains for all students, including special needs students, as indicated on multiple measures of performance	<div style="border: 1px solid black; width: 40px; height: 40px; margin: auto;"></div>
	no evidence of attempt to increase learner self-esteem or attitude toward learning	evidence of failure to learn for some students based on a single measure and no evidence of attempt to remediate	evidence of student personal engagement in the learning process via original products of learning		
point total / 6 = ____ <b>SCORE</b> (2.0 or better = Pass)					

Evaluated by \_\_\_\_\_

Date: \_\_\_\_\_

Evaluated by \_\_\_\_\_

Date: \_\_\_\_\_