

Conceptual Framework	Indicators	Prompt	Actual Practice Summary (Keep Comments/Reflections in Box)
PROCESSES	Instructional Decision-Making	Instructional Decision <ul style="list-style-type: none"> • On-going analysis • Adjustment and modifications 	
OUTCOMES	Analysis of Student Learning	Assessment data <ul style="list-style-type: none"> • Profile student learning • Alignment with learning goals • Student work samples (high, medium, & low attached). 	
OUTCOMES	Reflections and Self-Evaluation	Reflects to improve teaching practices <ul style="list-style-type: none"> • Interpretation of student learning • Alignment with goals and assessment • Implications for future teaching • Implications for professional development 	

* Adapted from Teaching Assessed by the Renaissance Teacher Work Sample

The Teacher Candidate Work Sample will be assessed by the University Supervisor using the following rubrics related to the Clarion University College of Education and Human Services' Conceptual Framework. While there is not a course grade attached to this work sample, candidates must obtain an average of 2, 3, or 4 on the three criteria (Professionalism, Decision-Making, Life-Long Learning) in order to pass student teaching.

Name _____ Semester _____ Circle All Applicable: ECH, ED, ELED, SPED; 424 or 425
 Page 1 of Scoring Rubric Other: _____

Level III: Outcomes of Professionalism Rubric

Critical Performance: The teacher candidate maintains high professional standards

	Outstanding 4	Competent 3	Satisfactory 2	Unsatisfactory 1	Score
KNOWLEDGE Teacher Candidate:	Demonstrates extensive understanding of contextual factors.	Demonstrates substantial understanding of contextual factors.	Demonstrates basic understanding of contextual factors.	Demonstrates little or no understanding of contextual factors.	
SKILLS Teacher Candidate:	Maintains high standards in developing learning goals.	Maintains acceptable standards in developing learning goals.	Maintains minimal standards in developing learning goals.	Does not maintain standards in developing learning goals.	
DISPOSITIONS Teacher Candidate:	Supports learners very equitably in developing learning goals.	Supports learners equitably in developing learning goals.	Supports learners with minimal equity in developing learning goals.	Does not support learners equitably in developing learning goals.	
Total Average Score>>>					

Level III: Outcomes of Decision-Making Rubric

Critical Performance: The teacher candidate makes effective educational decisions.

	Outstanding 4	Competent 3	Satisfactory 2	Unsatisfactory 1	Score
KNOWLEDGE Teacher Candidate:	Demonstrates extensive understanding of assessment decision-making.	Demonstrates substantial understanding of assessment decision-making.	Demonstrates basic understanding of assessment decision-making.	Demonstrates little or no understanding of assessment decision-making.	
SKILLS Teacher Candidate:	Applies highly effective decision-making in the instructional design process.	Applies effective decision-making in the instructional design process.	Applies minimally effective decision-making in the instructional design process.	Applies ineffective decision-making in the instructional design process.	
DISPOSITIONS Teacher Candidate:	Exhibits behaviors that highly value the role of the learner as a decision-maker.	Exhibits behaviors that value the role of the learner as a decision-maker.	Exhibits behaviors that minimally value the role of learner as a decision-maker.	Does not exhibit behaviors that value the role of the learner as a decision-maker.	
Total Score Average>>>					

Level III: Outcomes Of Life-Long Learning Rubric

Critical Performance: The teacher candidate continues to grow personally and professionally.

	Outstanding 4	Competent 3	Satisfactory 2	Unsatisfactory 1	Score
KNOWLEDGE Teacher Candidate:	Demonstrates extensive understanding of the importance of on-going analysis, adjustment, and modification of instruction.	Demonstrates substantial understanding of the importance of on-going analysis, adjustment, and modification of instruction.	Demonstrates basic understanding of the importance of on-going analysis, adjustment, and modification of instruction.	Demonstrates little or no understanding of the importance of on-going analysis, adjustment, and modification of instruction.	
SKILLS Teacher Candidate:	Applies highly effective analysis of assessment data.	Applies effective analysis of assessment data.	Applies minimally effective analysis of assessment data.	Applies ineffective analysis of assessment data.	
DISPOSITIONS Teacher Candidate:	Displays exceptional openness in reflecting on student learning and teaching practices.	Displays sufficient openness in reflecting on student learning and teaching practices.	Displays minimal openness in reflecting on student learning and teaching practices.	Does not display openness in reflecting on student learning and teaching practices.	
Total Score Average>>>					

Performance Indicators:	Total Average Scores
Professionalism	
Decision-Making	
Life-Long Learning	
Overall Total Average	