

Teacher Work Sample											
MAT Only Fall 2018											
AREA	Alignment	Approaching		Acceptable		Target		n	Mean	Mode	Stdev
		(1 pts)	%	(2 pts)	%	(3 pts)	%				
Contextual Factors: Knowledge of community, school, and classroom factors	INTASC-2013.7	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Contextual Factors: Knowledge of characteristics of students	INTASC-2013.2	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Contextual Factors: Knowledge of students' varied approaches to learning	INTASC-2013.1	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Contextual Factors: Knowledge of students' skills and prior learning	INTASC-2013.2	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Contextual Factors: Implications for instructional planning and assessment	INTASC-2013.7	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Learning Goals: Significance, challenge, and variety	INTASC-2013.7	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Learning Goals: Clarity	INTASC-2013.7	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Learning Goals: Appropriateness for students	INTASC-2013.7	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Learning Goals: Alignment with national, state and standards	INTASC-2013.7	0	0%	2	22%	7	78%	9	2.78	3.00	0.42
Assessment Plan: Aligned with learning goals and instruction	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Assessment Plan: Clarity of criteria and standards for performance	INTASC-2013.6	0	0%	2	22%	7	78%	9	2.78	3.00	0.42
Assessment Plan: Multiple modes and approaches	INTASC-2013.6	0	0%	2	22%	7	78%	9	2.78	3.00	0.42
Assessment Plan: Technical soundness	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Assessment Plan: Adaptations based on the individual needs of students	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Design for Instruction: Alignment with learning goals	INTASC-2013.8	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Design for Instruction: Accurate representation of content	INTASC-2013.4	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Design for Instruction: Lessons and unit structure	INTASC-2013.8	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Design for Instruction: Use of variety of instruction activities, assignments and resources	INTASC-2013.8	0	0%	2	22%	7	78%	9	2.78	3.00	0.42
Design for Instruction: Use of contextual information and data to select appropriate and relevant activities, assignments and resources	INTASC-2013.8	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Design for Instruction: Use of technology	INTASC-2013.8	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Instructional Decision Making: Sound professional practice	INTASC-2013.5	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Instructional Decision Making: Modifications based on analysis of student learning	INTASC-2013.8	0	0%	2	22%	7	78%	9	2.78	3.00	0.42
Instructional Decision Making: Congruence between modifications and learning goals	INTASC-2013.8	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Use of Assessment Data: Clarity and accuracy of presentation	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31

Use of Assessment Data: Alignment with learning goals	INTASC-2013.6	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Use of Assessment Data: Interpretation of data	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Use of Assessment Data: Evidence of impact on student learning	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Reflection and Self-Evaluation: Interpretation of student learning	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Reflection and Self-Evaluation: Insights on effective instruction and assessment	INTASC-2013.6	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Reflection and Self-Evaluation: Alignment among goals, instruction and assessment	INTASC-2013.6	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Reflection and Self-Evaluation: Implications for future teaching	INTASC-2013.10	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Reflection and Self-Evaluation: Implications for professional development	INTASC-2013.9	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
MAT Only Spring 2019											
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		(1 pts)	%	(2 pts)	%	(3 pts)	%				
Contextual Factors: Knowledge of community, school, and classroom factors	INTASC-2013.7	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Contextual Factors: Knowledge of characteristics of students	INTASC-2013.2	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Contextual Factors: Knowledge of students' varied approaches to learning	INTASC-2013.1	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
Contextual Factors: Knowledge of students' skills and prior learning	INTASC-2013.2	0	0%	3	23%	10	77%	13	2.77	3.00	0.42
Contextual Factors: Implications for instructional planning and assessment	INTASC-2013.7	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
Learning Goals: Significance, challenge, and variety	INTASC-2013.7	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
Learning Goals: Clarity	INTASC-2013.7	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Learning Goals: Appropriateness for students	INTASC-2013.7	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
Learning Goals: Alignment with national, state and standards	INTASC-2013.7	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Assessment Plan: Aligned with learning goals and instruction	INTASC-2013.6	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
Assessment Plan: Clarity of criteria and standards for performance	INTASC-2013.6	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
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Design for Instruction: Use of technology	INTASC-2013.8	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
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Instructional Decision Making: Congruence between modifications and learning goals	INTASC-2013.8	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Use of Assessment Data: Clarity and accuracy of presentation	INTASC-2013.6	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
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