Teacher Work Sample											
MAT Only Fall 2018											
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AREA	Alignment	(1 pts)	%	(2 pts)	%	(3 pts)	%	n	Mean	Mode	Stdev
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 assessmen	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	INTASC-2013.6	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
with learning goals 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	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
of impact on student learning	INTASC-2013.0	0	0%	1	1170	0	09%	9	2.09	3.00	0.31
Reflection and Self-Evaluation:	INTASC-2013.6	0	0%	1	11%	8	89%	9	2.89	3.00	0.31
Interpretation of student learning			0,0		,.	Ĵ	0070	•	2.00	0.00	
Reflection and Self-Evaluation: Insights on effective instruction and	INTASC-2013.6	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
assessment	INTAGC-2013.0	0	078	0	0 /8	3	10078	9	3.00	3.00	0.00
Reflection and Self-Evaluation:											
Alignment among goals, instruction	INTASC-2013.6	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
and assessment											
Reflection and Self-Evaluation:	INTASC-2013.10	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
Implications for future teaching		-		-							
Reflection and Self-Evaluation: Implications for professional	INTASC-2013.9	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
development	INTASC-2013.9	0	0%	0	0%	9	100%	9	3.00	3.00	0.00
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Spring 2019											
AREA	Alignment	Appro		Accep			get	n	Mean	Mode	Stdev
	Aiighment	(1 pts)	%	(2 pts)	%	(3 pts)	%		mean	WOUE	Oldev
Contextual Factors: Knowledge of			0 0/		.	10	40004	10	0.00		0.00
community, school, and classroom	INTASC-2013.7	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
factors 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	INTASC-2013.1	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
learning											
Contextual Factors: Knowledge of	INTASC-2013.2	0	0%	3	23%	10	77%	13	2.77	3.00	0.42
students' skills and prior learning			0,0	-	2070		,			0.00	
Contextual Factors: Implications for instructional planning and	INTASC-2013.7	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
assessmen	INTAGC-2013.7	0	0%	2	1376	11	00%	15	2.00	3.00	0.30
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	INTASC-2013.7	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
students	111/100 2010.7	Ŭ	070		070	12	0270	10	2.02	0.00	0.27
Learning Goals: Alignment with	INTASC-2013.7	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
national, state and standards 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		0	00/	4	00/	40	000/	40	0.00	0.00	0.07
and standards for performance	INTASC-2013.6	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
Assessment Plan: Multiple modes	INTASC-2013.6	0	0%	3	23%	10	77%	13	2.77	3.00	0.42
and approaches	1117100 2013.0	Ŭ	070	5	2070	10	1170	10	2.11	0.00	0.42
Assessment Plan: Technical	INTASC-2013.6	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
soundness Assessment Plan: Adaptations											
based on the individual needs of	INTASC-2013.6	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
students		Ŭ	070	-	1070		0070	10	2.00	0.00	0.00
Design for Instruction: Alignment		0	00/	4	00/	40	0.20/	40	2.02	2.00	0.07
with learning goals	INTASC-2013.8	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
Design for Instruction: Accurate	INTASC-2013.4	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
representation of content		⊢ Ŭ	070	· ·	575		0270			0.00	J.L.
Design for Instruction: Lessons and	INTASC-2013.8	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
unit structure Design for Instruction: Use of variety											
	INTASC-2013.8	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
and resources	2010.00	Ĭ	070	Ŭ	575				2.00	0.00	5.00
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Design for Instruction: Use of contextual information and data to											
select appropriate and relevant	INTASC-2013.8	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
activities, assignments and											
resources											
Design for Instruction: Use of	INTASC-2013.8	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
technology	INTAGC-2013.0	0	078	0	0 78	15	10078	15	3.00	3.00	0.00
Instructional Decision Making:	INTASC-2013.5	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Sound professional practice		Ŭ	070		070		10070		0.00	0.00	0.00
Instructional Decision Making:									1		
Modifications based on analysis of	INTASC-2013.8	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
student learning											
Instructional Decision Making: Congruence between modifications	INTASC-2013.8	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
and learning goals	INTASC-2013.0	0									
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
Use of Assessment Data: Alignment		_	001		001	40	000/	10	0.00	0.00	0.07
with learning goals	INTASC-2013.6	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
Use of Assessment Data:	INTASC-2013.6	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
Interpretation of data	INTASC-2013.0	0	0%	Ι	0%	12	92%	15	2.92	3.00	0.27
Use of Assessment Data: Evidence	INTASC-2013.6	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
of impact on student learning	INTAGE-2013.0	U	070	0	070	15	10070	15	5.00	5.00	0.00
Reflection and Self-Evaluation:	INTASC-2013.6	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Interpretation of student learning	1117.00 2010.0	Ŭ	070	Ū	070	10	10070	10	0.00	0.00	0.00
Reflection and Self-Evaluation:			001		.						
Insights on effective instruction and	INTASC-2013.6	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
assessment Reflection and Self-Evaluation:											
	INTASC-2013.6	0	0%	0	0%	13	100%	40	2.00	2.00	0.00
Alignment among goals, instruction and assessment	INTASC-2013.0	0	0%	0	0%	13	100%	13	3.00	3.00	0.00
Reflection and Self-Evaluation:											
Implications for future teaching	INTASC-2013.10	0	0%	2	15%	11	85%	13	2.85	3.00	0.36
Reflection and Self-Evaluation:	<u> </u>										
Implications for professional	INTASC-2013.9	0	0%	1	8%	12	92%	13	2.92	3.00	0.27
development		Ŭ	070	·	070	12	0270	10	2.02	0.00	0.21
								1	8		