

Teacher Work Sample										
Undergraduate Only										
Fall 2017										
N=22	AREA	Approaching		Acceptable		Target		Mean	Mode	Stdev
		(1 pts)	%	(2 pts)	%	(3 pts)	%			
Assessment Plan: Aligned with learning goals and instruction INTASC-2013.6	Assessment Plan	0	0%	3	14%	19	86%	2.86	3.00	0.34
Assessment Plan: Clarity of criteria and standards for performance INTASC-2013.6		0	0%	3	14%	19	86%	2.86	3.00	0.34
Assessment Plan: Multiple modes and approaches INTASC-2013.6		0	0%	1	5%	21	95%	2.96	3.00	0.21
Assessment Plan: Technical soundness INTASC-2013.6		0	0%	7	32%	15	68%	2.68	3.00	0.47
Assessment Plan: Adaptations based on the individual needs of students INTASC-2013.6		1	5%	5	23%	16	73%	2.68	3.00	0.56
Contextual Factors: Knowledge of community, school, and classroom factors INTASC-2013.7	Contextual Factors	0	0%	0	0%	22	100%	3.00	3.00	0.00
Contextual Factors: Knowledge of characteristics of students INTASC-2013.2		0	0%	0	0%	22	100%	3.00	3.00	0.00
Contextual Factors: Knowledge of students' varied approaches to learning INTASC-2013.1		0	0%	0	0%	22	100%	3.00	3.00	0.00
Contextual Factors: Knowledge of students' skills and prior learning INTASC-2013.2		0	0%	0	0%	22	100%	3.00	3.00	0.00
Contextual Factors: Implications for instructional planning and assessment INTASC-2013.7		0	0%	0	0%	22	100%	3.00	3.00	0.00
Design for Instruction: Alignment with learning goals INTASC-2013.8	Design for Instruction	0	0%	0	0%	22	100%	3.00	3.00	0.00
Design for Instruction: Accurate representation of content INTASC-2013.4		0	0%	0	0%	22	100%	3.00	3.00	0.00
Design for Instruction: Lessons and unit structure INTASC-2013.8		0	0%	2	9%	20	91%	2.91	3.00	0.29
Design for Instruction: Use of variety of instruction activities, assignments and resources INTASC-2013.8		0	0%	0	0%	22	100%	3.00	3.00	0.00
Design for Instruction: Use of contextual information and data to select appropriate and relevant activities, assignments and resources INTASC-2013.8		0	0%	4	18%	18	82%	2.82	3.00	0.39
Design for Instruction: Use of technology INTASC-2013.8		0	0%	0	0%	22	100%	3.00	3.00	0.00
Instructional Decision Making: Sound professional practice INTASC-2013.5	Instructional Decision Making	0	0%	0	0%	22	100%	3.00	3.00	0.00
Instructional Decision Making: Modifications based on analysis of student learning INTASC-2013.8		0	0%	1	5%	21	95%	2.96	3.00	0.21

Instructional Decision Making: Congruence between modifications and learning goals INTASC-2013.8		0	0%	0	0%	22	100%	3.00	3.00	0.00
Learning Goals: Significance, challenge, and variety INTASC-2013.7	Learning Goals	0	0%	0	0%	22	100%	3.00	3.00	0.00
Learning Goals: Clarity INTASC-2013.7		0	0%	1	5%	21	95%	2.96	3.00	0.21
Learning Goals: Appropriateness for students INTASC-2013.7		0	0%	0	0%	22	100%	3.00	3.00	0.00
Learning Goals: Alignment with national, state and standards INTASC-2013.7		0	0%	0	0%	22	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Interpretation of student learning INTASC-2013.6	Reflection and Self-Evaluation	0	0%	0	0%	22	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Insights on effective instruction and assessment INTASC-2013.6		0	0%	0	0%	22	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Alignment among goals, instruction and assessment INTASC-2013.6		0	0%	0	0%	22	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Implications for future teaching INTASC-2013.10		0	0%	2	9%	20	91%	2.91	3.00	0.29
Reflection and Self-Evaluation: Implications for professional development INTASC-2013.9		0	0%	2	9%	20	91%	2.91	3.00	0.29
Use of Assessment Data: Clarity and accuracy of presentation INTASC-2013.6	Use of Assessment Data: Analysis of Student Learning	0	0%	2	9%	20	91%	2.91	3.00	0.29
Use of Assessment Data: Alignment with learning goals INTASC-2013.6		0	0%	5	23%	17	77%	2.77	3.00	0.42
Use of Assessment Data: Interpretation of data INTASC-2013.6		0	0%	5	23%	17	77%	2.77	3.00	0.42
Use of Assessment Data: Evidence of impact on student learning INTASC-2013.6		0	0%	3	14%	19	86%	2.86	3.00	0.34

Undergraduate Only

Spring 2018

N=14	AREA	Approaching (1 pts)		Acceptable (2 pts)		Target (3 pts)		Mean	Mode	Stdev
			%		%		%			
Assessment Plan: Aligned with learning goals and instruction INTASC-2013.6	Assessment Plan	0	0%	0	0%	13	100%	3.00	3.00	0.00
Assessment Plan: Clarity of criteria and standards for performance INTASC-2013.6		0	0%	2	15%	11	85%	2.85	3.00	0.36
Assessment Plan: Multiple modes and approaches INTASC-2013.6		0	0%	3	23%	10	77%	2.77	3.00	0.42
Assessment Plan: Technical soundness INTASC-2013.6		0	0%	5	38%	8	62%	2.62	3.00	0.49
Assessment Plan: Adaptations based on the individual needs of students INTASC-2013.6		0	0%	2	15%	11	85%	2.85	3.00	0.36
Contextual Factors: Knowledge of community, school, and classroom factors INTASC-2013.7	Contextual Factors	0	0%	1	7%	13	93%	2.93	3.00	0.26
Contextual Factors: Knowledge of characteristics of students INTASC-2013.2		0	0%	0	0%	14	100%	3.00	3.00	0.00
Contextual Factors: Knowledge of students' varied approaches to learning INTASC-2013.1		0	0%	0	0%	14	100%	3.00	3.00	0.00
Contextual Factors: Knowledge of students' skills and prior learning INTASC-2013.2		0	0%	0	0%	14	100%	3.00	3.00	0.00
Contextual Factors: Implications for instructional planning and assessment INTASC-2013.7		0	0%	0	0%	14	100%	3.00	3.00	0.00
Design for Instruction: Alignment with learning goals INTASC-2013.8	Design for Instruction	0	0%	0	0%	13	100%	3.00	3.00	0.00
Design for Instruction: Accurate representation of content INTASC-2013.4		0	0%	0	0%	13	100%	3.00	3.00	0.00
Design for Instruction: Lessons and unit structure INTASC-2013.8		0	0%	0	0%	13	100%	3.00	3.00	0.00
Design for Instruction: Use of variety of instruction activities, assignments and resources INTASC-2013.8		0	0%	0	0%	13	100%	3.00	3.00	0.00
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%	13	100%	3.00	3.00	0.00
Design for Instruction: Use of technology INTASC-2013.8		0	0%	0	0%	13	100%	3.00	3.00	0.00
Instructional Decision Making: Sound professional practice INTASC-2013.5	Instructional Decision Making	0	0%	1	8%	12	92%	2.92	3.00	0.27
Instructional Decision Making: Modifications based on analysis of student learning INTASC-2013.8		0	0%	0	0%	13	100%	3.00	3.00	0.00
Instructional Decision Making: Congruence between modifications and learning goals INTASC-2013.8		0	0%	1	8%	12	92%	2.92	3.00	0.27

Learning Goals: Significance, challenge, and variety INTASC-2013.7	Learning Goals	0	0%	0	0%	13	100%	3.00	3.00	0.00
Learning Goals: Clarity INTASC-2013.7		0	0%	2	15%	11	85%	2.85	3.00	0.36
Learning Goals: Appropriateness for students INTASC-2013.7		0	0%	0	0%	13	100%	3.00	3.00	0.00
Learning Goals: Alignment with national, state and standards INTASC-2013.7		0	0%	0	0%	13	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Interpretation of student learning INTASC-2013.6	Reflection and Self-Evaluation	0	0%	0	0%	13	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Insights on effective instruction and assessment INTASC-2013.6		0	0%	0	0%	13	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Alignment among goals, instruction and assessment INTASC-2013.6		0	0%	0	0%	13	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Implications for future teaching INTASC-2013.10		0	0%	0	0%	13	100%	3.00	3.00	0.00
Reflection and Self-Evaluation: Implications for professional development INTASC-2013.9		0	0%	0	0%	13	100%	3.00	3.00	0.00
Use of Assessment Data: Clarity and accuracy of presentation INTASC-2013.6	Use of Assessment Data: Analysis of Student Learning	0	0%	1	8%	12	92%	2.92	3.00	0.27
Use of Assessment Data: Alignment with learning goals INTASC-2013.6		0	0%	1	8%	12	92%	2.92	3.00	0.27
Use of Assessment Data: Interpretation of data INTASC-2013.6		0	0%	3	23%	10	77%	2.77	3.00	0.42
Use of Assessment Data: Evidence of impact on student learning INTASC-2013.6		0	0%	2	15%	11	85%	2.85	3.00	0.36