

MTA-Teacher Work Sample
First Data Collection Period

	Fall 2017			
	% Indicator Not Met (Unsuccessful)	%Indicator Partially Met (Emerging)	% Indicator met (Acceptable)	% Not Applicable
Step 1 - Contextual Factors and Learning Environment Adaptations Rubric				
1. Knowledge of Community, School and Classroom Factors	0%	10%	90%	0%
2. Knowledge of Characteristics of Students	0%	10%	90%	0%
3. Knowledge of Students Varied Approaches to Learning	0%	20%	80%	0%
4. Knowledge of Students Skills and Prior Learning	0%	20%	80%	0%
5. Implications for Instructional Planning and Assessment	0%	20%	80%	0%
Step 2 - Unit Learning Goals and Objectives Rubric Learning Goals and Objectives – The teacher candidate sets significant, varied, challenging, and appropriate learning goals.				
6. Significance, Challenge and Variety	0%	10%	90%	0%
7. Clarity of Goals	0%	0%	100%	0%
8. Appropriate goals for students	0%	0%	100%	0%
9. Alignment with National, State or Local Standards	0%	0%	100%	0%
Step 3 - Assessment Plan Rubric, Assessment Plan and Assessment Quality, The degree to which the candidate uses results to guide instruction and the degree to which their assessments are aligned with learning goals, clearly communicated, and adapted based on individual needs of students.				
10. Assessment Alignment with learning goals, instruction and standards	0%	0%	100%	0%
11. Assessment Adjustment	0%	0%	100%	0%
12. Clarity of Criteria and Standards for Performance	0%	0%	100%	0%
13. Adaptations based on the Individual Needs of Students	0%	0%	100%	0%
14. Records Progress Pre-post test	0%	20%	80%	0%
15. Results Communicated to Students	0%	10%	90%	0%

Step 4 - Instructional Design and Implementation Rubric, The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.				
16. Uses Assessment Based Adaptations (formative and pre-assessment)	0%	30%	70%	0%
17. Includes Multiple Learning and Teaching Strategies	10%	30%	60%	0%
18. Includes Active Inquiry and Learner Centeredness	0%	20%	80%	0%
19. Fosters Collaborative Instruction Groups	0%	50%	50%	0%
20. Varies Strategies according to needs based on student communication	0%	30%	70%	0%
21. Uses a variety of Instruction, Activities, Assignments, Assessments	0%	30%	70%	0%
22. Establishes Parental Communication	10%	20%	70%	0%
23. Uses variety of Resources used, including technology	0%	0%	100%	0%
Step 5 - Instructional Decision-Making Rubric				
24. Sound Professional Practice	0%	10%	90%	0%
25. Makes Modifications Based on Learner Outcomes	0%	20%	80%	0%
26. Adjusts according to assessment-based needs to differentiate learning experience	0%	10%	90%	0%
27. Reflective and Attentive to learner outcomes	0%	20%	80%	0%
Step 6 - Analysis of Learning Results Rubric				
28. Alignment with Learning Goals	10%	20%	70%	0%
29. Interpretation of Data	10%	0%	90%	0%
30. Evidence of Impact on Student Learning	10%	20%	70%	0%
Step 7 - Reflection and Self-Evaluation Rubric				
31. Interpretation of Student Learning	0%	0%	100%	0%
32. Insights on Effective Instruction and Assessment	0%	20%	80%	0%
33. Alignment Among Goals, Instruction and Assessment	0%	0%	100%	0%
34. Implications for Future Teaching	0%	10%	90%	0%
35. Implications for Professional Development	0%	20%	80%	0%