

## Student Work Sample Criteria

**1. Contextual Factors of Learning:** *The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment.*

- Identifies and describes characteristics of the school, classroom, and students;
- Relates characteristics of the school, classroom, and students to instruction;
- Adapts instruction and assessment to address factors in the learning-teaching context.

**2. Learning Goals:** *The teacher sets important, challenging, varied, and appropriate achievement targets.*

- Provides achievement targets that clearly define what students should know and be able to do;
- Achievement targets are linked to national, state, and/or local standards and long-term instructional goals;
- Matches students' current progress and development;
- Addresses a variety of learning outcomes; and reflect high expectations for student learning.

**3. Assessment Plan:** *The teacher uses multiple assessment modes and approaches aligned with achievement targets to assess student learning before, during, and after instruction.*

- Includes an assessment plan comprised of multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments, that align with achievement targets and are developmentally appropriate;
- Adapts assessments to accommodate students' needs and individual differences;
- Provides rationales for assessments including validity, usability, and format.

**4. Design for Instruction:** *The teacher designs instruction for specific achievement targets, student characteristic and needs, and learning contexts.*

- Integrates technology into teaching and learning;
- Provides opportunities for collaboration with families;
- Presents accurate and up-to-date content that reflects knowledge of the discipline and modes of inquiry;
- Adapts instruction to accommodate student needs and individual differences.

**5. Instructional Decision-Making:** *The teacher responds to student feedback, evaluates instruction on the basis of this input and makes necessary adjustments to instruction to meet individual student needs and enhance instruction for all learners.*

- Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
- Constantly monitors and adjust strategies in response to learner feedback;
- Varies his/her role in the instructional process in relation to the content and purposes of instruction and the needs of students.

**6. Analysis of Learning Results:** *The teacher uses assessment data to profile student learning, communicate information about student progress, and plan future instruction.*

- Provides an accurate and clear summary of student performance on pre- and post-assessments;
- Uses assessment data to draw conclusions about the learning of ALL students and to evaluate student performance on the achievement targets;
- Disaggregates (separates into component parts) data as needed to make informed conclusions about student learning.

**7. Reflection:** *The teacher reflects on his or his instruction and student learning in order to improve his or her teaching practice.*

- Draws conclusions about the extent to which the achievement targets were met and cites evidence to support those conclusions;
- Discusses questions and issues the instructional sequence raised about teaching and students;
- Reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.