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| **Criteria** | **Preponderance of Evidence Y/N** | **Feedback** |
| 1. **DISCIPLINARY CONTENT AND ASSESSMENT KNOWLEDGE** | | |
| A1. Content guidelines meet criteria of the [Computer Science Teachers Association’s (CSTA) Standards for CS Teachers](https://csteachers.org/page/standards-for-cs-teachers-interactive) in addition to the DPI criteria articulated below in A2 - A5.  For a 1405 Computer Science 4-12 license, this will include the standards and performance indicators from the [Wisconsin Standards for Computer Science](https://dpi.wi.gov/sites/default/files/imce/computer-science/ComputerScienceStandardsFINALADOPTED.pdf), aligned to the [CSTA K-12 Computer Science Standards](https://www.csteachers.org/page/standards):   * Grades 3 - 5 (i) * Grades 6 - 8 (m) * Grades 9-12 (h) |  |  |
| A2. Instructional plans include grade- or proficiency-level standards-based learning outcomes. |  |  |
| A3. Planned progression for learning is clear, logical, and aligned with standards-based learning outcomes. |  |  |
| A4. Formative, summative, and interim assessments are aligned to grade- or proficiency-level standards-based learning outcomes. |  |  |
| A5. Assessments provide students choice in how they demonstrate their learning. |  |  |
| 1. **PEDAGOGICAL SKILLS TO FACILITATE LEARNING WITHIN THE DISCIPLINE** | | |
| B1. Plans show how learning outcomes and assessment criteria is made evident to students and how feedback is provided to students. |  |  |
| B2. Instruction facilitates standards-based learning outcomes. |  |  |
| B3. The teacher uses a variety of instructional strategies to enhance learners’ skills and knowledge through opportunities for students to perform, speak, listen, read, write, and think critically. |  |  |
| B4. Instructional resources are aligned to standards and are culturally and linguistically sustaining. |  |  |
| 1. **RESPONSIVENESS TO STUDENTS IN DEVELOPMENTALLY APPROPRIATE AND DISCIPLINARY-SPECIFIC WAYS** | | |
| C1. Student interests, linguistic and cultural assets, and abilities are leveraged for learning. |  |  |
| C2. Developmentally appropriate discussion techniques engage learners. |  |  |
| C3. Inquiry-based learning engages students in content-area learning. |  |  |
| C4. Students have multiple ways in how they access grade- or proficiency-level learning. |  |  |