

The Renaissance Partnership For Improving Teacher Quality

Teacher Work Sample Scoring Guide

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January 2002 Draft

This January 2002 draft was developed by representatives from the eleven Renaissance Partnership Project sites: California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.

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Contextual Factors Scoring Guide

Standard

The teacher uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assessment.

Sources of Evidence

- Contextual Factors
- Assessment Plan
- Design for Instruction
- Instructional Decision Making

Assessment Dimensions and Questions

1. **Knowledge of Community, School, and Classroom Factors**
Does the teacher display comprehensive understanding of the characteristics of the community, school, and classroom that are relevant to the learning goals?
2. **Knowledge of Characteristics of Students**
Does the teacher display comprehensive knowledge of student differences that are relevant to the learning goals?
3. **Knowledge of Students' Varied Approaches to Learning**
Does the teacher display comprehensive knowledge of the different ways students learn that are relevant to the learning goals?
4. **Knowledge of Students' Skills and Prior Learning**
Does the teacher display comprehensive knowledge of students' skills and prior knowledge relevant to the learning goals?
5. **Implications for Instructional Planning and Assessment**
Does the teacher provide appropriate implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics?

Definition of Terms

- **Community:** Places where students live (i.e., neighborhoods, towns, cities); school district
- **Relevant to learning:** A contextual factor is relevant if it matters (is important to, has an impact on, affects) how or the extent to which students learn
- **Learning styles:** A general term to describe how students naturally learn and process information
- **Learning modalities:** Usually refers to the preferred senses students use for learning, such as visual or auditory
- **Skills:** Ability to perform processes or tasks
- **Prior knowledge:** Student competencies, experiences, information relevant to learning

General Considerations

- *Must the teacher provide an implication for every contextual factor described?* No.
- *What are appropriate implications?* Those things that will affect planning for instructional assessment.

Learning Goals Scoring Guide

Standard

The teacher sets significant, challenging, varied and appropriate learning goals.

Sources of Evidence

- Learning Goals
- Assessment Plan
- Design for Instruction
- Instructional Decision-Making

Assessment Dimensions and Questions

1. **Significance, Challenge and Variety**
Do the goals reflect several types or levels of learning and high expectations for student understanding and application of knowledge?
2. **Clarity**
Are the goals clearly stated as learning outcomes?
3. **Appropriateness for Students**
Are the goals developmentally appropriate? Do the goals meet the needs of the students?
4. **Alignment with National, State or Local Standards**
Are most of the goals explicitly aligned with national, state, or local standards?

Definition of Terms

- **Types of learning:** Knowledge, skills and dispositions
- **Levels of learning:** General term used to differentiate between lower levels such as memory, knowledge or a simple application; and higher levels that require more complex mental processes, such as analysis, making inferences and evaluative judgements
- **National, state, or local standards:** General statements about learning expectations or what P-12 students or teacher candidates should know and be able to do as required by national, state or local standards
- **Learning Outcomes:** (Learning target as stated in glossary) A general term that is used to replace learning objective and states more specifically what students should now and be able to do in measurable terms
- **Developmentally appropriate:** Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/ or prior level of achievement

General Considerations

- *How many learning goals should be cited?* More than one
- *Must the learning goals be written in a specific format?* No
- *Is it acceptable to cite only one type of standard (national, state, local)?* Yes

Assessment Plan Scoring Guide

Standard

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Sources of Evidence

- Assessment Plan
- Design for Instruction

Assessment Dimensions and Questions

1. Alignment with Learning Goals and Instruction

Are most of the learning goals assessed through the assessment plan? Are assessments congruent with the learning goals in content and cognitive complexity?

2. Clarity of Criteria and Standards for Performance

Are assessment criteria and standards clear and explicitly linked to the learning goals?

3. Multiple Modes and Approaches

Does the assessment plan include multiple assessment modes? Does the assessment plan assess student performance throughout the instructional sequence?

4. Technical Soundness

Is information regarding the validity of the assessments provided? Are scoring procedures clearly explained and reliable? Are items and prompts clearly written? Are directions and prompts clear to students?

5. Adaptations Based on the Individual Needs of Students

Does the teacher make adaptations to assessments that are appropriate to meet the individual needs of most students?

Definition of Terms

- **Cognitive complexity:** Variety of levels of learning goals, such as Bloom's Taxonomy
- **Criteria and standards for performance:** The evidence you are going to use and the extent to which the student will demonstrate performance of the standards
- **Assessment mode:** Variety of assessment modes must be used per instructional sequence
- **Valid:** An assessment instrument is valid if it measures the learning goals

General Considerations

- *Must the assessment plan include performance assessment?* No, if student includes other modes or varieties
- *How many types of assessments constitute "multiple" assessments?* Two or more
- *What types of validity information should be provided?* Content validity (alignment of learning goals and content of the assessment)
- *How does the assessor know if directions and prompts are clear to students?* Student/candidate includes directions for the assessment
- *Must there be an adaptation for every assessment included in the assessment plan?* No, but if no adaptations were needed throughout the TWS, the student must give rationale

Design for Instruction Scoring Guide

Standard

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Sources of Evidence

- Design for Instruction

Assessment Indicators and Questions

1. Alignment with Learning Goals

Are all lessons explicitly linked to learning goals? Are all learning activities, assignments, and resources aligned with learning goals? Are all learning goals covered in the design?

2. Accurate Representation of Content

Does the teacher's use of content appear to be accurate? Is the focus of the content congruent with the big ideas or structure of the discipline? Does the teacher make connections from the content to other parts of the content or other content areas?

3. Lesson and Unit Structure

Do the unit and lesson plans have a clearly defined structure? Are all lessons, activities, and assignments part of this structure? Are all lessons, activities, and assignments useful in moving the student towards achieving the learning goals?

4. Use of a Variety of Instruction, Activities, Assignments, and Resources

Does the instructional design include variety across instruction, activities, assignments, and resources?

5. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources

Has most instruction been designed with reference to contextual factors and pre-assessment data? Are most activities and assignments productive and appropriate for each student?

6. Use of Technology

Does the teacher integrate appropriate technology for teaching and learning?

Definition of Terms

- **Big ideas:** Concepts or principles that are central to the particular topic
- **Structure of the discipline:** Tools or processes of the discipline used to understand the big ideas
- **Technology:** Electronic tools; computers, calculators, cameras, audio-visual recorders, assistive technology, or other tools of the discipline (e.g., Microscopes, probes)

General Considerations

- *What constitutes sufficient variety of instruction, activities, assignments, and resources?* At least three different instructional activities, assignments, or resources.
- *Are published worksheets acceptable?* Yes, but not exclusively. Must be contextually appropriate. Must cite references.
- *What is appropriate technology integration?* Use for either teacher facilitation of student learning or for student use to facilitate their learning.

Instructional Decision Making Scoring Guide

Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Sources of Evidence

- Design for Instruction
- Instructional Decision Making

Assessment Indicators and Questions

1. Sound Professional Practice

Are most instructional decisions pedagogically sound?

2. Adjustments Based on Analysis of Student Learning

Have appropriate adjustments of the instructional design been made to address individual student

needs? Are these adjustments informed by the analysis of student learning/performance? Are clarifications included on why the modifications would improve student progress?

3. Congruence Between Modifications and Learning Goals

Are modifications in instruction congruent with learning goals?

Definition of Terms

- **Pedagogically sound:** The methods or strategies are appropriate for the specific content and for diversity of the learners
- **Adjustments:** Change from original instructional plan (i.e., materials, learning environment, strategies, etc.) based on information about students
- **Modifications:** Synonymous with adjustment

General Considerations

- *What constitutes an “appropriate” modification or adjustment?* The modification has the potential to improve student learning and/or performance.
- *Must all modifications and adjustments be informed by student learning/performance?* No
- *Could they be informed by best practice, demands of the context, etc.?* Yes

Analysis of Student Learning Scoring Guide

Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Sources of Evidence

- Analysis of Learning Results
- Evaluation and Self-Reflection

Assessment Indicators and Questions

1. Clarity and Accuracy of Presentation

Is the presentation easy to understand? Is the presentation free of errors?

2. Alignment with Learning Goals

Is the analysis aligned with learning goals? Does the analysis provide a comprehensive profile of student learning relative to the goals?

3. Interpretation of Data

Is the interpretation of data meaningful? Are appropriate conclusions drawn from the data?

4. Provides Evidence of Impact on Student Learning

Does the analysis of student learning include evidence of the impact on student learning for the entire class, subgroups, and at least two individual students?

Definition of Terms

- **Technically accurate:** Collect, analyze and accurately report data in graphic and narrative format; conclusions must be supported by data
- **Subgroups:** A subset of the class based on specific, distinguishing characteristics
- **Comprehensive profile:** Both aggregated and disaggregated data that reflect learning goals

General Considerations

- *How does the teacher work sample assessment prompt define a “comprehensive profile” of student learning?* Pre and post assessment for all learning goals and graphic representation.
- *What data needs to be included for the whole class? For the subgroup(s)? For individual students?*
 - Whole group** / pre- and post-assessment for all learning goals and graphic representation
 - Subgroups** / pre- and post-assessments on one learning goal, graphic representation
 - Individuals** / formative assessments, use specific examples of students work and pre- and post-assessments on two learning goals
- *What constitutes “evidence of impact on student learning”?* Change in student scores between pre- and post-assessments or individual examples of student work.

Reflection and Self-Evaluation Scoring Guide

Standard

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

Sources of Evidence

- Analysis of Student Learning
- Evaluation and Self-Reflection

Assessment Indicators and Questions

1. Interpretation of Student Learning

Does the teacher use evidence to support conclusions drawn in the Analysis of Student Learning section? Does the teacher explore multiple hypotheses for why some students did not meet learning goals?

2. Insights on Effective Instruction and Assessment

Does the teacher identify successful and unsuccessful activities and assessments and provide plausible reasons (based on theory or research) for their success or lack thereof?

3. Alignment Among Goals, Instruction, and Assessment

Does the teacher logically connect learning goals, instruction and assessment results in the discussion of student learning and effective instruction?

4. Implications for Future Teaching

Does the teacher provide ideas for redesigning instruction and explain why these modifications would improve student learning?

5. Implications for Professional Development

Does the teacher present professional learning goals that clearly emerge from the insights and experiences described in this section? Does the teacher describe a plan for meeting these goals?

Definition of Terms

- **Hypotheses:** Probable reason why learning did or did not occur. Possible explanation why learning did or did not occur
- **Professional learning goals:** From the TWS experience, what I have identified that I need to know and be able to do to improve student learning. Must have a plan to accomplish (e.g., a book to read, workshop to attend, teacher to observe etc.)

General Considerations

- *To what extent do research and theory need to be cited?* Only to the extent that it is referenced in the TWS.
- *How comprehensive should the professional development plan be?* The plan must state what needs to be learned and what specific steps need to be taken to achieve it.