

The Renaissance Partnership For Improving Teacher Quality

Teacher Work Sample:

- Performance Prompt
- Teaching Process Standards
- Scoring Rubrics

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Prompt for Teacher Work Sample

THE VISION

Successful teacher candidates support learning by designing a Teacher Work Sample (referred to as TWS) that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

YOUR ASSIGNMENT

You are required to teach a comprehensive unit. Your instructional goals should be based on your state or district content standards. You will also need to create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) your unit instruction. Finally, you need to analyze and reflect on your instructional design, educational context and learning gains demonstrated by your students.

THE FORMAT

Your Teacher Work Sample must include all seven responses of the standards listed above and must be word-processed and double-spaced in 12-point font. Your responses to the seven standards will comprise the seven essential components of your work sample.

- **Narrative length.** A suggested page length for your narrative of each of the seven TWS components is given at the end of each component. You have some flexibility of length across components but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) pages, double-spaced in 12-point font.
- **Charts, graphs and attachments.** Charts, graphs and assessment instruments are required as part of the TWS document. Also, you may want to provide other attachments such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your student's learning progress.
- **Table of contents.** Provide a Table of Contents that lists the sections of your TWS document with the page numbers and a Cover Page that includes (a) your name, (b) date submitted, (c) grade level and subject you are teaching, and (d) your university Created by Preferred Customercourse number and title. *Write a three-letter university code plus a four-digit student identification code on each page.*

In order to insure the anonymity of students in your class, do not include any student names or identification in any part of this performance assessment.

Contextual Factors

TWS Standard

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

Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address students' prior knowledge and skills that will influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two student characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

Learning Goals

TWS Standard

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

Task

Provide and justify the learning goals for the unit.

Prompt

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. Number or code each learning goal so you can reference it later.
- **Provide justification** for your choice of learning goals. Elements of your justification should include at least type and level of learning; appropriateness; and alignment with local, state or national standards.

Suggested Page Length: 1-2

Assessment Plan

TWS Standard

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

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- **Include a description of pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments. State what criteria you will use to determine if the students’ performance meets the learning goals. Include evidence of pre- and post-assessments (copies of the assessments or prompts and student directions) and criteria for judging student performance.
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the indicators you will use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.
- **Construct a table that lists each learning goal, assessments used to judge student performance relative to learning goals, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors.** The primary purpose of this table is to depict the alignment between learning goals and assessments. The table also provides opportunities to show where adaptations are going to be implemented to meet the individual needs of students or contextual factors.

Example of Assessment Plan Table: Elementary Grade

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 <i>Example: The student will be able to identify the regions, land forms, characteristics, population, symbols and slogans of the state.</i>	Pre-Assessment Formative Assessment Post-Assessment	Multiple choice, map labeling Oral question and answer, in-class worksheet, map labeling, bingo game Multiple choice, fill in blank, listing, map labeling	Read questions to two students Some students may need to finish worksheet for homework; spend extra time on bingo to be sure all questions were reviewed Read questions to two students: adapted scoring rubric for IEP students

Example of Assessment Plan Table: Middle School

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 <i>Example: The student will be able to describe motion in real-life experiences under conditions of balanced and unbalanced forces.</i>	Pre-Assessment	List forces on common moving objects given examples of stationary and moving objects. Use arrows to show direction of forces.	Use oral questions Give students physical arrows to show direction of forces.
	Formative Assessment	Oral questions about results of learning tasks. Quiz on name and direction of forces on two moving and two stationary objects.	Provide one-on-one special sessions to give students extra time. Modify questions and feedback.
	Post-Assessment	Multiple choice items and open response questions about real-life applications.	Read questions to students Accept or record oral answers

Table format you should use:

Assessment Plan Table

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1	Pre-Assessment		
	Formative Assessment		
	Post-Assessment		
Learning Goal 2	Pre-Assessment		
	Formative Assessment		
	Post-Assessment		
Learning Goal 3	Pre-Assessment		
	Formative Assessment		
	Post-Assessment		
Learning Goal 4	Pre-Assessment		
	Formative Assessment		
	Post-Assessment		
Learning Goal 5	Pre-Assessment		
	Formative Assessment		
	Post-Assessment		

Suggested Page Length: 2+ pre- and post-assessment instruments, scoring rubrics/keys and assessment plan table

Design for Instruction

TWS Standard

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

Task

Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a graph or chart, indicating the students' progress toward each learning goal. Discuss how this analysis will guide your instruction or modification of the learning goals.
- **Unit overview.** Use the block plan format below to provide an overview of your entire learning unit. Include the topic or activity you are planning for each day. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

Instructional Block Plan

Monday	Tuesday	Wednesday	Thursday	Friday

- **Activities.** Describe three or four unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal(s),
 - how the activity stems from your pre-assessment information and instructional context,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
- **Technology.** Describe how you utilized technology in your planning and/or how you used technology in your plan for instruction. If no form of technology was used, provide a rationale.

Suggested Page Length: 3 + instructional block plan

Instructional Decision-Making

TWS Standard

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

Task

Provide two examples of instructional decision-making based on students' learning or responses.

Prompt

- Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - How did the analysis and interpretation of this student’s learning inform your decision regarding what you did next?
 - Describe what you did and clarify why you thought this would improve student progress toward the learning goal. Discuss what happened and *explain why*.
- Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - How did the analysis and interpretation of this student’s learning inform your decision regarding what you did next?
 - Describe what you did and clarify why you thought this would improve student progress toward the learning goal. Discuss what happened and *explain why*.

Suggested Page Length: 3-4

Analysis of Learning Results

TWS Standard

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

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.]

Prompt

- **Whole class.** Use aggregated data to draw conclusions about the extent to which the whole class attained all learning goals. Provide a graphic representation to compare pre- and post-assessment results for *each goal*. Explain what each graph illustrates.
- **Subgroups.** Select a group characteristic to analyze in terms of one learning goal (e.g., gender, performance level, socio-economic status, language proficiency, or other attributes of diversity). Form a subgroup based on that distinguishing characteristic (e.g., male, low performance, free or reduced lunch, ESL). Explain how you selected this group and why it is important to understand the learning of this particular subgroup in relation to *one significant learning goal*. Use disaggregated data to draw conclusions about the extent to which the subgroup attained the learning goal. Provide a graphic representation to compare pre- and post-assessment results for the goal. Explain what the graph illustrates and why you think students in the subgroup performed this way.

- **Individuals.** Select two students that represent different levels of performance. Explain why it is important to understand the learning of these particular students. Using formative assessments or class assignments, describe what these students learned in relation to *two significant learning goals*, one of which must represent higher level learning. Use specific examples of the students' work, rather than just test scores, to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this section.

Note: Your analysis of why students learned (or did not learn) will be read to provide a score/grade for the "Interpretation of Student Learning" element of the "Reflection and Self-Evaluation" section.

Suggested Page Length: 4 + charts and student work examples

Reflection and Self-Evaluation

TWS Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task

Reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the seven TWS standards to identify future actions for improved practice and professional growth.

Prompt

- **Reflection on your instruction and student learning.** Write a narrative identifying the two instructional strategies and activities that contributed most to student learning. Describe why you think these strategies and/or activities were effective in helping your students reach the learning goals of the unit.
- **Reflection on improving your practice.** Describe what you believe were the two greatest barriers to learning for your students in this unit. Focus only on factors you can affect as a teacher. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflection on your teaching performance.** Assess your teaching performance in this unit relative to the seven TWS standards. How did your performance impact the learning of your students?
- **Reflection on possibilities for professional development.** Describe one or two areas of professional growth related to the TWS standards that you believe are critical to improving your ability to facilitate student learning. Identify two professional growth activities that most likely will improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association").

Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards and Indicators
<p>Contextual Factors <i>The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</i></p> <ul style="list-style-type: none">§ Knowledge of community, school, and classroom factors§ Knowledge of characteristics of students§ Knowledge of students' varied approaches to learning§ Knowledge of students' skills and prior learning§ Implications for instructional planning and assessment
<p>Learning Goals <i>The teacher sets significant, challenging, varied and appropriate learning goals.</i></p> <ul style="list-style-type: none">§ Significance, Challenge and Variety§ Clarity§ Appropriateness for students§ Alignment with national, state or local standards
<p>Assessment Plan <i>The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.</i></p> <ul style="list-style-type: none">§ Alignment with learning goals and instruction§ Clarity of criteria and TWS standards for performance§ Multiple modes and approaches§ Technical soundness§ Adaptations based on the individual needs of students
<p>Design for Instruction <i>The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</i></p> <ul style="list-style-type: none">§ Alignment with learning goals§ Accurate representation of content§ Lesson and unit structure§ Use of a variety of instruction, activities, assignments and resources§ Use of contextual information and data to select appropriate and relevant activities, assignments and resources.§ Use of technology
<p>Instructional Decision-Making <i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i></p> <ul style="list-style-type: none">§ Sound professional practice§ Adjustments based on analysis of student learning§ Congruence between modifications and learning goals
<p>Analysis of Student Learning <i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i></p> <ul style="list-style-type: none">§ Clarity and accuracy of presentation§ Alignment with learning goals§ Accuracy of analysis of data§ Provides evidence of impact on student learning
<p>Reflection and Self-Evaluation <i>The teacher reflects on his or her instruction and student learning in order to improve teaching practice.</i></p> <ul style="list-style-type: none">§ Interpretation of student learning§ Insights on effective instruction and assessment§ Alignment among goals, instruction and assessment§ Implications for future teaching§ Implications for professional development

Your Teacher Work Sample will be evaluated using the attached scoring rubric:

Teaching Process: Contextual Factors

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

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal or irrelevant knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that are relevant to the learning goals.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that are relevant to the learning goals.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays some knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals.	Teacher displays a comprehensive knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays a general knowledge about the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals.	Teacher displays comprehensive knowledge of the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays some knowledge of students' skills and prior learning that are relevant to the learning goals.	Teacher displays comprehensive knowledge of students' skills and prior knowledge relevant to the learning goals.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides some implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides appropriate implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

COMMENTS:

Teaching Process: Learning Goals

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

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning.	Goals reflect several types or levels of learning and reflect high expectations for student understanding and application of knowledge.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness For Students	Goals are not developmentally appropriate and do not reflect the needs of students.	Some goals are developmentally appropriate; many goals do not meet the needs of students.	Goals are developmentally appropriate and meet the needs of students.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

COMMENTS:

Teaching Process: Assessment Plan

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

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Most of the learning goals are assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria or standards for measuring student performance relative to the learning goals.	Assessment criteria and standards have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria and standards are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have a high potential for measuring the learning goals; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Information regarding the validity of the assessments for measuring the learning goals is provided; scoring procedures are clearly explained and reliable; items and prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

COMMENTS:

Teaching Process: Design for Instruction

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

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mainly accurate. Shows awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. Where appropriate, teacher makes connections from the content to other parts of the content or to other content areas.	
Lesson and Unit Structure	The unit and lessons have little recognizable structure.	The unit and lessons have structure. Most lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals.	The unit and lessons have a clearly defined structure. All lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	There is little focus on variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource.	Some variety in instruction, activities, assignments, or resources.	Design includes variety across instruction, activities, assignments, and resources used.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Teacher does not use technology in instructional delivery and does not provide opportunities for students to use technology OR technology is inappropriately used.	Teacher uses technology appropriately in instructional delivery but does not integrate technology into student learning activities. Technology does not make a significant contribution to teaching and learning.	Teacher integrates appropriate technology for teaching and learning.	

COMMENTS:

Teaching Process: Instructional Decision-Making

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

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Adjustments Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no adjustments.	Some adjustments of the instructional plan are made to address individual student needs but these are not based on the analysis of student learning, and obvious opportunities are missed.	Appropriate adjustments of the instructional plan are made to address individual student needs. These adjustments are informed by the analysis of student learning/performance. Clarifications of why the modifications would improve student progress are included.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

COMMENTS:

Teaching Process: Analysis of Student Learning

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

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate (does not accurately reflect the data).	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning lacks congruence with learning goals.	Analysis of student learning is partially aligned with learning goals and fails to provide a comprehensive profile of student learning relative to the goals.	Analysis is aligned with learning goals and provides a comprehensive profile of student learning relative to the goals.	
Accuracy of Analysis of Data	Analysis is technically inaccurate and conclusions are missing or unsupported by data.	Analysis is technically accurate but conclusions are missing or not fully supported by data.	Analysis is technically accurate and conclusions are appropriate for the data.	
Provides Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning.	Analysis of student learning includes evidence of the impact on student learning for the entire class but fails to include subgroup and individual student learning.	Analysis of student learning includes evidence of the impact on student learning for the entire class, subgroups, and at least two individual students.	

COMMENTS:

Teaching Process: Reflection and Self-Evaluation

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Discussion shows no alignment among goals, instruction, and assessment results.	Discussion displays some sense of alignment, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning instruction.	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning instruction and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or inappropriate learning goals.	Presents professional learning goals, which are either vague or not strongly related to the insights and experiences described in this section.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals.	

COMMENTS:

Teaching Process: Design for Instruction

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

1 Standard Not Met	2 Standard Partially Met	3 Standard Met
<p>Few lessons are explicitly linked to learning. Few learning activities, assignments, and resources are aligned with learning goals. Not all learning goals are covered in the design. Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. There is little focus on variety of instruction, activities, assignments, and resources with heavy reliance on the textbook or a single resource. Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student. Teacher does not use technology in instructional delivery and does not provide opportunities for students to use technology OR technology is inappropriately used.</p>	<p>Most lessons are explicitly linked to learning goals. Most learning activities, assignments, and resources are aligned with learning goals. Most learning goals are covered in the design. Teacher's use of content appears to be mainly accurate and shows awareness of the big ideas or structure of the discipline. The unit and lessons have structures and most lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals. There is some variety in instruction, activities, or resources. Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student. Teacher uses technology appropriately in instructional delivery but does not integrate technology into student learning activities. Technology does not make a significant contribution to teaching and learning.</p>	<p>All lessons are explicitly linked to learning goals. All learning activities, assignments, and resources are aligned with learning goals and all goals are covered in the design. Teacher's use of content appears to be accurate. Focus on the content is congruent with the big ideas or structure of the discipline. Where appropriate, teacher makes connections from the content to other parts of the content or to other content areas. The unit and lessons have a clearly defined structure. All lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals. Design includes variety across instruction, activities, assignments, and resources used. Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student. Teacher integrates appropriate technology into teaching and learning.</p>
<p>COMMENTS:</p>		

Teaching Process: Instructional Decision-Making

The teacher uses analysis of student learning to make instructional adjustments.

1 Standard Not Met	2 Standard Partially Met	3 Standard Met
<p>Many instructional decisions are inappropriate and not pedagogically sound. Teacher treats class as “one plan fits all” with no adjustments. Modifications in instruction lack congruence with learning goals.</p>	<p>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. Some adjustments of the instructional plan are made to address individual student needs but these are not based on the analysis of student learning, and obvious opportunities are missed. Modifications in instruction are somewhat congruent with learning goals.</p>	<p>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning). Appropriate adjustments of the instructional plan are made to address individual student needs. These adjustments are informed by the analysis of student learning. Modifications in instruction are congruent with learning goals. Clarifications of why the modifications would improve student progress are included.</p>
<p>COMMENTS:</p>		

Teaching Process: Analysis of Student Learning

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

1 Standard Not Met	2 Standard Partially Met	3 Standard Met
<p>Presentation is not clear and accurate (does not accurately reflect the data) and lacks congruence with learning goals. Analysis is technically inaccurate and conclusions are missing or unsupported by data. Analysis of student learning fails to include evidence of impact on student learning.</p>	<p>Presentation is understandable and contains few errors. Analysis of student learning is partially aligned with learning goals and fails to provide a comprehensive profile of student learning relative to the goals. Analysis is technically accurate but conclusions are missing or not fully supported by data. Analysis of student learning includes evidence of impact on student learning for the entire class relative to some of the targeted learning goals.</p>	<p>Presentation is easy to understand and contains no errors of representation. Analysis is aligned with learning goals and provides a comprehensive profile of student learning relative to the goals. Analysis is technically accurate and conclusions are appropriate for the data. Analysis of student learning includes evidence of impact on student learning for the entire class and each individual student relative to the targeted learning goals.</p>
<p>COMMENTS:</p>		

Teaching Process: Reflection and Self-Evaluation

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

1 Standard Not Met	2 Standard Partially Met	3 Standard Met
<p>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section. Provides no rationale for why some activities or assessments were more successful than others. Discussion shows no alignment among goals, instruction, and assessment results. Provides no ideas or inappropriate ideas for redesigning instruction. Provides no professional learning goals or inappropriate learning goals.</p>	<p>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section. Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof. Discussion displays some sense of alignment, but misunderstandings or conceptual gaps are present. Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning. Presents professional learning goals, which are either vague or not strongly related to the insights and experiences described in this section.</p>	<p>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals. Identifies successful and unsuccessful activities and assessments and provides plausible reasons for their success or lack thereof. Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. Provides ideas for redesigning instruction and explains why these modifications would improve student learning. Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals.</p>
<p>COMMENTS:</p>		