Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators

Contextual Factors

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

Learning Objectives

The teacher sets significant, challenging, varied, and appropriate learning objectives.
• Significance, Challenge and Variety
• Clarity
• Appropriateness for students
• Alignment with national, state, or local standards

Assessment Plan

The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during and after instruction.
• Alignment with learning objectives and instruction
• Clarity of criteria for performance
• Multiple modes and approaches
• Technical soundness
• Adaptations based on the individual needs of students

Design for Instruction

The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
• Alignment with learning objectives
• 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

Instructional Decision-Making

The teacher uses on-going analysis of student learning to make instructional decisions.
• Sound professional practice
• Adjustments based on analysis of student learning
• Congruence between modifications and learning objectives

Analysis of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
• Clarity and accuracy of presentation
• Alignment with learning objectives
• Interpretation of data
• Evidence of impact on student learning

Reflection and Self-Evaluation

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.
• Interpretation of student learning
• Insights on effective instruction, and assessment
• Alignment among objectives, instruction and assessment
• Implications for future teaching
• Implications for professional development

Contextual Factors

TWS Standard

The teacher uses information about the learning-teaching context and student individual differences to set learning objectives 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 (this information should be obtained from the campus AEIS report). You might also address such things as stability of community, political climate, community support for education, and other environmental factors. A communities Chamber of Commerce website usually offers this information.

- **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 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 student's skills and prior learning that may influence the development of your learning objectives, 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 characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1 – 2

Contextual Factors
Rubric

TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction and assess learning.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
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 general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific knowledge of students' skills and prior learning that may affect learning.	
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 general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Learning Objectives

TWS Standard
The teacher sets significant, challenging, varied and appropriate learning objectives.

Task
Provide and justify the learning objectives for the unit.

Prompt
- **List the learning objectives** (not the activities) that will guide the planning delivery and assessment of your unit. These objectives should define what you expect students to know and be able to do at the end of the unit. The objectives should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning objective so you can reference it later.
- **Show how the objectives are aligned with local, state (TEKS), or national standards** (Identify the source of the standards).
- **Describe the types and levels of your learning objectives.**
- **Discuss why your learning objectives are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

Suggested Page Length: 1 – 2

Learning Objectives
Rubric

TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning objectives.*

Rating → Indicator ↓	1 **Indicator Not Met**	2 **Indicator Partially Met**	3 **Indicator Met**	**Score**
Significance, Challenge and Variety	Objectives reflect only one type or level of learning.	Objectives reflect several types or levels of learning but lack significance or challenge.	Objectives reflect several types or levels of learning and are significant and challenging.	
Clarity	Objectives are not stated clearly and are activities rather than learning outcomes.	The majority of the objectives are clearly stated as learning outcomes.	Objectives are clearly stated as learning outcomes.	
Appropriateness For Students	Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	The majority of the objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	Objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Objectives are not aligned with national, state, or local standards.	The majority of the objectives are aligned with national, state or local standards.	Objectives are explicitly aligned with national, state or local standards.	

Assessment Plan

TWS Standard

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

Task

Design an assessment plan to monitor student progress toward your learning objective(s). Use multiple assessment modes and approaches aligned with learning objectives 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 with the students. Describe why your assessments are appropriate for measuring learning.

Prompt

- **Provide an overview of the assessment plan.** For each learning objective include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning objectives and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan more clear.
- **Describe the pre- and post- assessments that are aligned with your learning objectives.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning objectives. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to 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 which points in your teaching it will be important to assess students' progress toward learning objectives.

Example of Assessment Plan Table: Kindergarten

Learning Objectives	Assessments	Format of Assessment	Adaptations
Learning Objective 1 *Example: The student will link wild animals with their habitats.*	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Provide multiple copies of pre-made masks. Assist in naming unfamiliar animal masks and model how to move to habitat centers with mask. Keep all activities high-interest and brief.
	Formative Assessment Post-Assessment	Animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q&A picture journals Checklist: game with animal pictures and cards representing habitats	Provide concrete models and assistance with fine motor tasks, as needed.

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

Assessment Plan
Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Objectives and Instruction	Content and methods of assessment lack congruence with learning objectives or lack cognitive complexity.	Some of the learning objectives are assessed through the assessment plan, but many are not congruent with learning objectives in content and cognitive complexity.	Each of the learning objectives is assessed through the assessment plan; assessments are congruent with the learning objectives in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning objectives.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning objectives.	Assessment criteria are clear and are explicitly linked to the learning objectives.	
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 some validity. Most scoring procedures are explained; most items or prompts are clearly written; most directions and procedures are clear to students.	Assessments appear valid; scoring procedures are explained; items or 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 the students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of students.	

Design for Instruction

TWS Standard
The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

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

Prompt
- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to learning objectives*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning objective. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning objectives.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the objective or objectives (coded from your Learning Objectives section) that you are addressing in each activity. Make sure that every objective is addressed by at least one activity and that every activity relates to at least one objective.
- **Activities.** Describe at least three 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 objective(s),
    - how the activity stems from your pre-assessment information and contextual factors,
    - what materials/technology you will need to implement the activity, and
    - how you plan to assess student learning during and following the activity (i.e., formative assessment).
- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3+ visual organizer

Design for Instruction
Rubric

TWS Standard: *The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.*

Rating → / Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Objectives	Few lessons are explicitly linked to learning objectives. Few learning activities, assignments and resources are aligned with learning objectives. Not all learning objectives are covered in the design.	Most lessons are explicitly linked to learning objectives. Most learning activities, assignments and resources are aligned with learning objectives. Most learning objectives are covered in the design.	All lessons are explicitly linked to learning objectives. All learning activities, assignments and resources are aligned with learning objectives. All learning objectives 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. Content is not appropriately aligned (depth and rigor) with developmental level of students.	Teacher's use of content appears to be mostly accurate. Majority of the content is aligned (depth and rigor) with developmental level of students. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate including the depth and rigor matching with the developmental level of students. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized (e.g., sequenced) and are not useful in moving students toward achieving the learning objectives.	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objectives.	The lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety of instruction, activities, assignments, and resources but with limited contribution to student learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to student learning.	
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.	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.	Instruction has been designed with reference to contextual factors and pre-assessment data. Activities and assignments are productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher provides no rationale or inappropriate rationale.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

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 cause 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).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning objective.

- Now, think of one more time during your unit when another student's learning or response cause 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).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning objective.

Suggested Page Length: 3 – 4

Instructional Decision-Making
Rubric

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

Rating → Indicator ↓	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).	
Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Explanation of why the modifications would improve student progress was included and appropriate.	
Congruence Between Modifications and Learning Objectives	Modifications in instruction lack congruence with learning objectives.	Modifications in instruction are somewhat congruent with learning objectives.	Modifications in instruction are congruent with learning objectives.	

Analysis of Student Learning

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 objectives. 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
In this section, you will analyze data to explain progress and achievement toward learning objectives demonstrated by your whole class, subgroup of students, and individual students.

- **Whole class**. To analyze the progress of your whole class, create a table that shows pre-and post-assessment data on every student on every learning objective. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning objective (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
- **Subgroups**. Select a group characteristic (e.g., performance level, socio-economic status, language proficiency) to analyze in terms of **one learning objective**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., high- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning objective. Summarize what these data show about student learning.
- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning objectives. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Suggested Page Length: 4 + charts and student work example

Analysis of Student Learning
Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it 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 Objectives	Analysis of student learning is not aligned with learning objectives.	Analysis of student learning is partially aligned with learning objectives and/or fails to provide a comprehensive profile of student learning relative to objectives for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning objectives.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning objectives.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning.	

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 and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Select the learning objective where your students were most successful. Provide two or more possible reasons for this success. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors under your control.

- Select the learning objective where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

- **Reflection on possibilities for professional development**. Describe at least two professional learning objectives that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self-Evaluation
Rubric

TWS Standard

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

Rating → Indicator ↓	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" sections.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning objectives.	
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 Objectives, Instruction and Assessment	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning objectives, 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 learning objectives, instruction, and assessment.	Provides ideas for redesigning learning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning objectives or objectives that are not related to the insights and experiences described in this section.	Presents professional learning objectives that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the objectives.	Presents a small number of professional learning objectives that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these objectives.	