

Teaching Processes Assessed by the Renaissance Teacher Work Sample

from The Renaissance Teacher Work Sample Consortium
<http://edtech.wku.edu/rtwsc/about-RTWS.htm>

Teaching Processes, TWS Standards, and Indicators

1. Contextual Factors *The teacher uses information about the learning-teaching context and student individual differences to set learning goals 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

2. Learning Goals *The teacher sets significant, challenging, varied and appropriate learning goals.*

- Significance, challenge, and variety
- Clarity
- Appropriateness for students
- Alignment with national, state or local standards

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

- Alignment with learning goals and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Technical soundness
- Adaptations based on the individual needs of students

4. Design for Instruction *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

- 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

5. Instructional Decision-Making *The teacher uses ongoing analysis of student learning to make instructional decisions.*

- Sound professional practice
- Adjustments based on analysis of student learning
- Congruence between modifications and learning goals

6. 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 goals
- Interpretation of data
- Evidence of impact on student learning

7. 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 goals, instruction and assessment
- Implications for future teaching
- Implications for professional development

CONTEXTUAL FACTORS ANALYSIS

Assignment Description: The Contextual Factors Analysis is an assignment that requires student teachers to research relevant factors in the community, district, school and classroom in which they teach. Student teachers will then discuss through narrative and graphics what these factors are and how they may affect the teaching-learning process and unit development.

Purpose: In order to effectively plan and assess student learning, teachers need to understand their students. The contextual factors help teachers gather critical data to understand the broader context of their students' lives and to select appropriate and relevant activities, assignments, and resources.

Task: Using a variety of resources, provide an overview of the contextual factors (see below). Address how contextual factors of the community, classroom, and students have implications for instructional planning and assessment. As you research and address each contextual factor, select characteristics of greatest interest to you in your unique teaching situation.

In addition to providing an overview of the context of your teaching situation, it is essential that you address how certain contextual factors influence the planning and assessment process in your classroom. Be sure to include how this information influences your unit development.

Final project is to create a 6-10 page double-spaced document. Embedded within this document should be narrative text as well as 4-8 computer-generated graphics displaying relevant data of your choosing. All work to be hard-copied AND submitted to TK20.

Contextual Factors and Characteristics:

- **Community, district and school factors.** Characteristics may include: 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.** Characteristics may include: physical features, availability of technology 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.** Characteristics may include: age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles, modalities, multiple intelligences, or students' skill levels. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning goals, instruction, and assessment.

Contextual Factors Analysis Rubric

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met
Knowledge of Community, School and Classroom Factors	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school and classroom.	Teacher candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.
Knowledge of Characteristics of Students	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate 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 candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher candidate 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 candidate displays little or irrelevant knowledge of students' skills and prior learning.	Teacher candidate displays general knowledge of students' skills and prior learning that may affect learning.	Teacher candidate displays general & specific understanding of students' skills and prior learning that may affect learning.
Implications for Instructional Planning and Assessment	Teacher candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.
Visuals	Teacher candidate embeds visuals in the text with minimal connection to impact on teaching and learning.	Teacher candidate embeds visuals in the text and generally connects these to impact on teaching and learning	Teacher candidate embeds visuals in the text and specifically connects these to impact on teaching and learning.
Written Work	Teacher candidate's work shows frequent errors in usage, grammar, spelling punctuation, and mechanics. Citations are not present OR inappropriately formatted.	Teacher candidate's work shows minor errors in usage, grammar, spelling punctuation, and mechanics. Citations are present but not consistently formatted.	Teacher candidate's work follows accepted conventions of usage, grammar, spelling, punctuation, and mechanics. Citations are appropriately formatted.

UMF gives thanks and recognition to: The Renaissance Partnership for Improving Teacher Quality Project
<http://edtech.wku.edu/rtwsc> for the foundation of this Contextual Factors Analysis Assignment.

Instructions for Teacher Work Sample (TWS)

Important Note: It is critical that you SAVE STUDENT WORK throughout the entire implementation of your TWS. Start early on. It is also critical that you PLAN AND IMPLEMENT PRE-ASSESSMENTS right away as this is not something you can miss and then go back and do!

REQUIRED COMPONENTS OF TWS:

Title Page: Name, Topic, Grade Level

Table of Contents: include page numbers and/or tabs for easy reference

Copy of CFA (Contextual Factors Analysis) – it is critical that this is referred to within TWS

TWS Overview:

- Write a brief overview of the TWS including topic, grade level, timeframe, and content area(s). Use a visual organizer such as a calendar block plan or outline to make your plan clear. Include the goals and objectives, activities, pre, formative, and summative assessments.

Learning Goals (LG):

- List the overarching learning goals that will guide the planning, delivery, and assessment in your TWS. The goals should be varied, as well as significant and appropriately challenging for all students, reflecting the big ideas of the overall TWS (consider Blooms, MI theory, Piaget, knowledge/skills/dispositions, etc.). Number or code each goal so it can be referenced later in TWS. Total number of goals varies, but typically would range from 3-5.
- Address in short narrative form how you determined the appropriateness of goals for your students based on pre-assessment, CFA data, and curriculum.
- Remember that the overarching learning goals are what daily lesson objectives are designed to meet. Each goal should be aligned with a measurable objective and assessment.
- Show how goals are aligned with MLR or Common Core – local, state, and/or national standards.

Assessment Plan:

- Provide an overview of your assessment plan by narrative and/or graphic organizer or showing the relationship of goals, objectives, and assessments. Include possible instructional adaptations to assessments to meet diverse needs of students. Specific assessment tasks for lesson objectives will also be addressed, as usual, in each lesson plan. It is critical that you demonstrate multiple assessment strategies aligned with your learning goals.
- Your overview should provide evidence of assessments that have been conducted on an ongoing basis before, during, and after instruction (pre, formative, and summative assessments). They should include a variety of strategies such as performance-based tasks, written tasks, observation, personal communication, student self-assessment, peer assessment, etc. Be sure to include student samples of the pre-, formative, and summative assessments used throughout the TWS.

Design for Instruction:

- **Results of Pre-assessment:** After administering your pre-assessment that indicates what EACH student knows, analyze student performance relative to EACH of the learning goals. Depict the results of the pre-assessment in a visual format such as a table, chart or graph that allows you to find patterns of student performance relative to each learning goal.
- Describe the pattern that you find in your pre-assessment results that will guide your instructional methods, grouping, modification of learning goals, or other forms of differentiation. Remember, every student and every goal is to be addressed.
- **Lesson Plans:** Include 5-7 well-written, comprehensive lesson plans that illustrate significant times in your TWS from beginning through the end. Include samples of student work/assessment with each lesson plan. Address use of technology or if it is not used, give clear rationale as to why not.

Instructional Decision Making:

- Write a narrative that demonstrates two examples of when you modified your instruction. Describe the students' learning or response that caused you to rethink your plans.
- Describe what you did next and explain why you thought this would improve student progress toward the learning goals.
- Give evidence as to how the change in your approach affected student learning as well as your next steps.

Analysis of Student Learning:

- Analyze your assessment data to determine students' progress. Create a graphic summary that shows pre- and summative assessment data on EVERY student on EVERY learning goal. (You have already created the pre-assessment visual in "Design for Instruction" section so would build upon that data here.) Summarize what the graphic tells you about your students' learning (i.e., the number of students that met each goal, which goals were not as fully met, etc.).

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

Reflection and Self Evaluation:

- In narrative form, 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.
- Select the learning goal where your students were most successful. Provide two or more possible reasons for this progress. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors.
- Select the learning goal that was the least successful. Provide two or more possible reasons for this lack of progress. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors. Discuss what you could have done differently to improve your students' performance.
- Reflect on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical areas you identified. Make connections here with the Action Plan assignment.

Teacher Work Sample Rubric

Student:

Semester:

Program:

Concentration:

Supervisor:

Please circle the level of performance for each aspect of the unit

Overview

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Description	None included	Some key components are included.	All key components such as topic, grade level, timeframe, and content area(s) are included.
Visual Organizer	None included	Creates a graphic organizer that partially includes evidence of planning, LG's, and assessments.	Creates a graphic organizer (i.e. a calendar, block plan, etc.) that clearly outlines the initial planning. Includes goals and objectives, lesson activities, pre, formative, and summative assessments.

Comments

Learning Goals

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Significance, Challenge, and Variety	Goals reflect only one type of learning; little challenge for divergent learners.	Goals reflect an acceptable variety of types and levels of learning; some challenges present for divergent learners.	Goals reflect a wide variety of types and levels of learning; consistent challenges present for divergent learners.
Clarity	Goals are not stated clearly, stated as activities and not learning outcomes.	Most goals are clearly stated as learning outcomes.	All goals clearly stated as learning outcomes.
Appropriateness for Students	Goals are not matched to the individual needs of the learner.	Goals are frequently matched to the individual needs of the learner.	Goals are consistently matched to the individual needs of the learner.
Alignment with National, State or Local Standards	Goals are not aligned with national, state, or local standards.	Most goals are aligned with national, state, or local standards.	All of the goals are explicitly aligned with national, state, or local standards.

Comments

Assessment

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Assessment Overview	Plan or graphic organizer not included or shows minimal relationship of LG's, objectives, assessment, and adaptations to meet diverse needs.	Plan or graphic organizer shows some relationship of LG's, objectives, assessments and adaptations to address diverse needs.	Plan or graphic organizer clearly shows the strong relationship between the LG's, objectives, assessment and strong adaptations to address diverse needs.
Evidence of Ongoing and Multiple Assessment Strategies	Few or no student samples are included demonstrating limited strategies for pre, formative, and summative assessments.	Some student samples are included demonstrating some strategies for pre, formative, and summative assessments.	Multiple student samples are included demonstrating a variety of strategies for pre, formative, and summative assessments

Comments

Design for Instruction

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Alignment with Learning Goals and Performance	No learning goals are evident in the pre-assessment. No individual student performance is recorded in the visual format.	Some learning goals are evident in the pre-assessment. Some individual student performance is recorded in the visual format.	All learning goals are evident in the pre-assessment. Each student's performance is recorded in the visual format.
Analysis of Pre-Assessment Results	Few or no patterns of group performance are identified or no evidence of differentiation based on the analysis of student performance.	Some patterns of group performance are identified. Some differentiation strategies based on the analysis of student performance have been implemented.	Many patterns of group performance are identified and described. Many differentiation strategies based on the analysis of student performance have been implemented.
Inclusion of Lesson Plans	Five to seven lesson plans are not included and/or are poorly written. Examples of student work are not included with each lesson plan.	Some of the five to seven lesson plans are included or are not well written in comprehensive UMF format. Some examples of student work are included.	All five to seven lesson plans are included and are well written in comprehensive UMF format. Examples of student work are included.
Use of Technology	Technology is inappropriately used or no rationale is provided.	Technology is used and somewhat contributes to the learning or limited rationale is provided for not using technology.	Technology is used and significantly contributes to the learning or rationale is provided for not using technology.

Comments

Instructional Decision Making

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Student Response to Instruction	Two examples are not included or are poorly developed in narrative.	Narrative includes two examples of when instruction was modified based on student response to instruction.	Narrative includes two clearly articulated examples of when instruction was modified based on student response to instruction.
Modification of instructional Plan	Modifications to the instructional plan are not clearly described or rationale as to how changes would improve student progress toward the learning goals is not evident.	Modifications to the instructional plan are described with rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are clearly described with strong rationale as to how changes would improve student progress toward the learning goals.
Future Decision Making	Narrative does not address modifications or implications for next steps.	Narrative indicates how the modifications affected student learning and provides implications for next steps.	Narrative clearly indicates how the modifications affected student learning with detailed implications for next steps.

Comments

Analysis of Student Learning

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Clarity and Comprehensiveness of Presentation	Presentation is not clear. It does not accurately reflect all required data.	Graphic organizer is included and depicts results of pre and summative assessments for every student and every goal.	Graphic organizer is easy to understand and clearly depicts results of pre and summative assessments for every student and every goal.
Interpretation of Data	Summary is not included or does not clearly address student progress.	A summary of the graphic explains student progress toward meeting some learning goals and conclusions are drawn from the data.	A summary of the graphic clearly explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.

Comments

Reflection and Self Evaluation

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Reflection of Professional Performance	Linking specific teacher performance to student learning results is minimal.	Narrative links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth is described.	Narrative strongly links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth is clearly described.

Reflection and Self Evaluation, con't

Rating Indicator	1 - Not Met	2 - Partially Met	3 - Met
Insights on Effective Instruction	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments but minimally explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Interpretation of most successful goal	Does not address learning goal or give reasons.	Selects one learning goal where students were most successful and provides two or more possible reasons for progress.	Selects one learning goal where students were most successful and provides two or more possible reasons for progress. Logically considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors.
Interpretation of least successful goal	Does not address learning goal or give reasons.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Includes ideas as to what could be done differently to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Logically considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors. Includes specific ideas as to what could be done differently to improve student progress.
Implications For Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. No connection made with Action Plan.	Presents two professional learning goals that emerged from the insights and experiences described in this section. Identifies at least two steps for improved practice and professional growth. Makes connection with Action Plan.	Presents two or more professional learning goals that clearly emerged from the insights and experiences described in this section. Identifies at least two specific steps for improved practice and professional growth. Makes connection with Action Plan.

Comments