

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 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

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

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

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

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

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

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