

# Teacher Work Sample

---

**Performance Prompt**  
**Teaching Processes**  
**Standards and Indicators**  
**Scoring Rubrics**

Developed by members of the Title II Renaissance Partnership for Improving Teacher Quality. These materials may be not reproduced and used without citing the Title II Renaissance Partnership for Improving Teacher Quality Project <http://www.uni.edu/itq/>

## **PROMPT FOR TEACHER WORK SAMPLE**

---

### **The Vision**

Successful teacher candidates support learning by designing a Teacher Work Sample 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 standards:

- The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.
- The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.
- The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.
- The teacher uses on-going analysis 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 analyzes the relationship between 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 and objectives 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.

**Note: An overall rating of 2.5 is required on the Teacher Work Sample.**

## **STANDARD 1: CONTEXTUAL FACTORS**

---

### **Standard:**

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

**Task:**

Discuss relevant factors and how they may affect the teaching/learning process in your classroom. Include any supports and challenges present 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. Discuss how these factors impact student learning in your classroom.

- **Classroom Factors**

Address physical features, availability of 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. Discuss how these factors impact student learning in your classroom.

- **Student Characteristics**

Describe the number of students in your classroom and the overall make-up of the student population. Address age, gender, race/ethnicity, special needs, achievement/developmental levels, and students' skills and prior knowledge relevant to your learning goals. You should also include relevant factors such as culture, language, interests, and learning styles/modalities of the students in your classroom.

- **Implications for Instructional Planning and Assessment**

Consider how the above factors and the specific characteristics of the students in your classroom will influence your instructional planning and assessment, including instructional strategies, teaching style, making accommodations for diverse learners, use of available resources, content, grouping patterns, classroom routines, etc.

**Suggested Page Length: 1-2**

**STANDARD 2: LEARNING GOALS AND OBJECTIVES**

---

**Standard:**

The teacher sets significant, challenging, varied, and appropriate learning goals and objectives. These goals and objectives must include literacy instruction as appropriate for the content requirements, grade or authorization level, and contextual factors.

**Task:**

Provide and justify the learning goals and objectives for the unit.

**Prompt:**

List the learning goals and objectives (not the activities) that will guide the planning, delivery, and assessment of your unit. These goals and objectives 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 and objective so that you can reference it later.

Provide justification for your choice of learning goals and objectives. Elements of your justification should include at least type and level of learning; appropriateness; and alignment with local, state, and/or national standards. Relate learning goals and objectives specifically to your state's curriculum goals, content standards, and grade-level benchmarks as appropriate. Include

focused literacy instruction as appropriate for the content requirements, grade or authorization level, and contextual factors in your student teaching placement.

**Suggested Page Length: 1-2**

***STANDARD 3: ASSESSMENT PLAN***

---

***Standard:***

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

***Task:***

Design an assessment plan to monitor student progress toward learning goal(s) and objective(s). Use multiple assessment modes and approaches aligned with learning goals and 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. 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 and objectives. 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 and objectives. Include evidence of pre- and post-assessments (copies of the assessments or prompts and student directions for the prompts) 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 assessments 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 and objectives.
- Construct a table that lists each learning goal and objective, assessments used to judge student performance relative to learning goals and objectives, and adaptations of the assessments for the individual needs of students. The primary purpose of this table is to depict the alignment between learning goals and objectives 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.

<b>LEARNING GOALS</b>	<b>LEARNING OBJECTIVES</b>	<b>ASSESSMENTS</b>	<b>FORMAT OF ASSESSMENT</b>	<b>ADAPTATIONS</b>
Learning Goal 1	Learning Objective 1	Pre-Assessment Formative Assessment(s) Post-Assessment	Performance-based, paper-and-pencil, personal communication	How will you adapt each assessment for individual needs of students or contextual factors?
Learning Goal 2				
Learning Goal 3, etc.				

- After administering the pre-assessment, analyze student performance relative to the learning goals and objectives. Depict the results of the pre-assessment in a graph or chart, indicating students' progress toward each learning goal and objective. Discuss how this analysis will guide your instruction or modification of the learning goals and objectives.

**Suggested Page Length: 2-3 + pre- and post-assessment instruments.**

***STANDARD 4: DESIGN FOR INSTRUCTION***

---

***Standard:***

The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts. Instructional design must include literacy instruction as appropriate for the content requirements, grade or authorization level, and contextual factors.

***Task:***

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

***Prompt:***

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(s) and objective(s) (coded from your Learning Goals and Learning Objectives sections) that you are addressing in each activity. Make sure that every goal and objective is addressed by at least one activity and that every activity relates to at least one goal and objective.

Monday	Tuesday	Wednesday	Thursday	Friday

- Choose 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
  - a. how its content relates to your instructional goal(s) and objective(s),
  - b. how the activity stems from your pre-assessment information and instructional context,
  - c. what materials/technology you will need to implement the activity, and
  - d. how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

**Suggested Page Length: 3 + block plan**

***STANDARD 5: INSTRUCTIONAL DECISION-MAKING***

---

***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:
  - a. 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.
  - b. How did your analysis and interpretation of this student's learning or response inform your decision regarding what you did next? Describe what you did, and explain why you thought this would improve student progress toward the learning goal and objective. 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:
  - a. 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.
  - b. How did your analysis and interpretation of this student's learning or response inform your decision regarding what you did next? Describe what you did, and explain why you thought this would improve student progress toward the learning goal and objective. Discuss what happened and explain why.

**Suggested Page Length: 3-4**

**STANDARD 6: ANALYSIS OF LEARNING RESULTS**

---

**Standard:**

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

**Task:**

Analyze your data to report the performance of the whole class, subgroups, and two individual students. Use visual representations and narrative to profile student performance.

**Prompt:**

- Whole class  
Use aggregated data to draw conclusions about the extent to which the whole class attained all learning goals and objectives. Provide a graphic representation to compare pre- and post-assessment results for each goal and objective. Explain what the graph illustrates and why you think students performed this way.
- Subgroups  
Select a group characteristic to analyze (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 why it is important to understand the learning of this particular subgroup in relation to two significant learning goals and objectives, one of which must represent higher level thinking. Use disaggregated data to draw conclusions about the extent to which the

subgroup attained the two learning goals and objectives. Provide a graphic representation to compare pre- and post-assessment results for the two goals and objectives. Explain what the graph illustrates and why you think students in the subgroup performed this way.

- **Individuals**

Select two students who represent different levels of performance. Explain why it is important to understand the learning of these particular students in relation to two significant learning goals and objectives, one of which must represent higher level learning. Draw conclusions about the extent to which these students attained the two learning goals and objectives and provide examples of student work to support your response.

**Suggested Page Length: 4 + charts and student work**

***STANDARD 7: REFLECTION AND SELF-EVALUATION***

---

***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. Include a discussion of the relationship of your established goals and objectives, instruction, and assessment results to student learning and effective instruction. Evaluate your performance relative to the seven standards of the work sample to identify future actions for improved practice and professional growth.

***Prompt:***

- Write a narrative reflecting on instruction and student learning in which you:
  - a. describe the instructional strategies or activities that contributed most to student learning and which were most effective,
  - b. explain the greatest barriers to achieving learning results, specifically considering which of these were under your control as a teacher, and
  - c. discuss what you would do differently to improve student learning.
- Write a narrative evaluating your effectiveness as an instructor in which you:
  - a. assess the extent to which you met the work sample standards, focusing specifically on your key areas of strength and weakness. Analyze how your performance on these standards impacted the learning of your students.
  - b. reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) would improve your performance in teaching this unit. Identify specific professional goals and a plan to meet those goals that would improve your performance.
  - c. select and discuss your most significant learning insight from teaching this unit.

**Suggested Page Length: 2**

***THE FORMAT***

---

Your Teacher Work Sample must include all of the elements listed above and must follow APA format (current edition). The sample should be approximately 20 pages of narrative not counting required charts, graphs, and attachments. Provide a Table of Contents that lists the sections of your paper with the page numbers correlating to the respective sections. Include an APA-formatted cover page. (Refer to the most current APA Manual for appropriate formatting details.)

In order to ensure the anonymity of students included in the Teacher Work Sample, do not include any student names or identification in any part of the TWS.

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

**TEACHING PROCESSES ASSESSED BY THE RENAISSANCE TEACHER WORK SAMPLE**

<b>Teaching Processes, Standards, and Indicators</b>
<p>Contextual Factors</p> <p><i>The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.</i></p> <ul style="list-style-type: none"><li>• Knowledge of community, district, school, and classroom factors</li><li>• Knowledge of characteristics of students</li><li>• Knowledge of students' varied approaches to learning</li><li>• Knowledge of students' skills and prior learning</li><li>• Implications for instructional planning and assessment</li></ul>
<p>Learning Goals and Objectives</p> <p><i>The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.</i></p> <ul style="list-style-type: none"><li>• Significance, challenge, and variety</li><li>• Clarity</li><li>• Appropriateness for students</li><li>• Alignment with national, state, and/or local standards. Students should refer specifically to their state's curriculum goals, content standards, and grade-level benchmarks as appropriate.</li></ul>
<p>Assessment Plan</p> <p><i>The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.</i></p> <ul style="list-style-type: none"><li>• Alignment with learning goals and objectives and instruction</li><li>• Clarity of criteria and standards for performance</li><li>• Multiple modes and approaches</li><li>• Technical soundness</li><li>• Adaptations based on the individual needs of students</li></ul>
<p>Design for Instruction</p> <p><i>The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.</i></p> <ul style="list-style-type: none"><li>• Alignment with learning goals and objectives</li><li>• Accurate representation of content</li><li>• Lesson and unit structure</li><li>• Use of a variety of instruction, activities, assignments, and resources</li><li>• Use of contextual information and data to select appropriate and relevant activities, assignments, and resources</li><li>• Use of technology</li></ul>
<p>Instructional Decision-Making</p> <p><i>The teacher uses on-going analysis of student learning to make instructional decisions.</i></p> <ul style="list-style-type: none"><li>• Sound professional practice</li><li>• Adjustments based on analysis of student learning</li><li>• Congruence between modifications and learning goals and objectives</li></ul>

#### Analysis of Learning Results

*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 and objectives
- Presentation of aggregated and disaggregated data
- Accuracy of analysis of data
- Evidence of impact on student learning

#### Reflection and Self-Evaluation

*The teacher analyzes the relationship between 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 and objectives, instruction, and assessment
- Implications for future teaching
- Implications for professional development

### TEACHING PROCESS: CONTEXTUAL FACTORS

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

Related University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: Planning and Preparation

- 1A: Knowledge of Content and Pedagogy
- 1B: Instructional Planning and Resources
- 1C: Instructional Design

Domain Three: Instruction

- 3B: Student Engagement
- 3C: Diversity

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

	<b>1</b> <b>Unsatisfactory</b>	<b>2</b> <b>Basic</b>	<b>3</b> <b>Proficient</b>	<b>Score</b>
<b>Knowledge of Community, District, School, and Classroom Factors</b>	Teacher displays minimal or irrelevant knowledge of the characteristics of the community, district, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, district, school, and classroom that are relevant to the learning goals and objectives.	Teacher displays a comprehensive understanding of the characteristics of the community, district, school, and classroom that are relevant to the learning goals and objectives.	
<b>Knowledge of Characteristics of Students</b>	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 and objectives.	Teacher displays a comprehensive knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals and objectives.	
<b>Knowledge of Students' Varied Approaches to Learning</b>	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 and objectives.	Teacher displays comprehensive knowledge of the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals and objectives.	
<b>Knowledge of Students' Skills and Prior Learning</b>	Teacher displays little or irrelevant knowledge of students' skills and prior knowledge.	Teacher displays some knowledge of students' skills and prior learning that are relevant to the learning goals and objectives.	Teacher displays comprehensive knowledge of students' skills and prior learning that are relevant to the learning goals and objectives.	
<b>Implications for Instructional Planning and Assessment</b>	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 AND OBJECTIVES**

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

*Related University of Phoenix Program Standards (Domain and Sub-domain)*

*Domain One: Planning and Preparation*

*Domain Three: Instruction*

- 1A: Knowledge of Content and Pedagogy
- 1B: Instructional Planning and Resources
- 1C: Instructional Design

- 3B: Student Engagement

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

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

**TEACHING PROCESS: ASSESSMENT PLAN**

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

Related University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: Planning and Preparation

Domain Three: Instruction

- 1D: Assessment

- 3C: Diversity

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

	<b>1 Unsatisfactory</b>	<b>2 Basic</b>	<b>3 Proficient</b>	<b>Score</b>
<b>Alignment with Learning Goals and Objectives and Instruction</b>	Content and methods of assessment lack congruence with learning goals and objectives or lack cognitive complexity.	Some of the learning goals and objectives are assessed through the assessment plan, but many are not congruent with learning goals and objectives in content and cognitive complexity.	Most of the learning goals and objectives are assessed through the assessment plan; assessments are congruent with the learning goals and objectives in content and cognitive complexity.	
<b>Clarity of Criteria and Standards for Performance</b>	The assessments contain no clear criteria or standards for measuring student performance relative to the learning goals and objectives.	Assessment criteria and standards have been developed, but they are not clear or are not explicitly linked to the learning goals and objectives.	Assessment criteria and standards are clear and are explicitly linked to the learning goals and objectives.	
<b>Multiple Modes and Approaches</b>	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.	
<b>Technical Soundness</b>	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 "face validity" for measuring the learning goals and objectives; 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 and objectives is provided; scoring procedures are clearly explained and reliable; items and prompts are clearly written; directions and procedures are clear to students.	
<b>Adaptations Based on the Individual Needs of Students</b>	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.	
<b>COMMENTS:</b>				

**TEACHING PROCESS: DESIGN FOR INSTRUCTION**

The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and the specific learning context.

---

Related University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: Planning and Preparation

Domain Three: Instruction

- 1A: Knowledge of Content and Pedagogy
- 1B: Instructional Planning and Resources
- 1C: Instructional Design
- 3B: Student Engagement

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

	<b>1 Unsatisfactory</b>	<b>2 Basic</b>	<b>3 Proficient</b>	<b>Score</b>
<b>Alignment with Learning Goals and Objectives</b>	Few lessons are explicitly linked to learning goals and objectives. Few learning activities, assignments, and resources are aligned with learning goals and objectives. Not all learning goals and objectives are covered in the design.	Most lessons are explicitly linked to learning goals and objectives. Most learning activities, assignments, and resources are aligned with learning goals and objectives. Most learning goals and objectives are covered in the design.	All lessons are explicitly linked to learning goals and objectives. All learning activities, assignments, and resources are aligned with learning goals and objectives. All learning goals and objectives are covered in the design.	
<b>Accurate Representation of Content</b>	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.	
<b>Lesson and Unit Structure</b>	The unit and lesson have little recognizable structure.	The unit and lesson 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 and objectives.	The unit and lesson 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 and objectives.	
<b>Use of a Variety of Instruction, Activities, Assignments, and Resources</b>	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.	
<b>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources</b>	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.	
<b>Use of Technology</b>	Teacher does not use	Teacher uses technology	Teacher integrates	

	<p>technology in instructional delivery and does not provide opportunities for students to use technology OR technology is inappropriately used.</p>	<p>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>appropriate technology for teaching and learning.</p>	
<p><b>COMMENTS:</b></p>				

**TEACHING PROCESS: INSTRUCTIONAL DECISION-MAKING**

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

*Related University of Phoenix Program Standards (Domain and Sub-domain)*

*Domain One: Planning and Preparation*

*Domain Three: Instruction*

- 1A: Knowledge of Content and Pedagogy
- 1D: Assessment

- 3B: Student Engagement
- 3C: Diversity

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

	<b>1 Unsatisfactory</b>	<b>2 Basic</b>	<b>3 Proficient</b>	<b>Score</b>
<b>Sound Professional Practice</b>	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).	
<b>Adjustments Based on Analysis of Student Learning</b>	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.	
<b>Congruence Between Modifications and Learning Goals and Objectives</b>	Modifications in instruction lack congruence with learning goals and objectives.	Modifications in instruction are somewhat congruent with learning goals and objectives.	Modifications in instruction are congruent with learning goals and objectives.	
<b>COMMENTS:</b>				

**TEACHING PROCESS: ANALYSIS OF LEARNING RESULTS**

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

Related University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: Planning and Preparation

- 1B: Instructional Planning and Resources
- 1C: Instructional Design
- 1D: Assessment

Domain Three: Instruction

- 3A: Communication
- 3B: Student Engagement

Domain Four: The Professional Educator

- 4B: Professionalism
- 4C: Reflection

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

	<b>1 Unsatisfactory</b>	<b>2 Basic</b>	<b>3 Proficient</b>	<b>Score</b>
<b>Clarity and Accuracy of Presentation</b>	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.	
<b>Alignment with Learning Goals and Objectives</b>	Analysis of student learning lacks congruence with learning goals and objectives.	Analysis of student learning is partially aligned with learning goals and objectives, but fails to provide a comprehensive profile of student learning relative to the goals and objectives.	Analysis is aligned with learning goals and objectives and provides a comprehensive profile of student learning relative to the goals and objectives.	
<b>Presentation of Aggregated and Disaggregated Data</b>	Presentation fails to include aggregated (whole group) and disaggregated (subgroup and individual student) data.	Presentation includes either aggregated (whole group) or disaggregated (subgroup and individual student) data.	Presentation includes both aggregated (whole group) and disaggregated (subgroup and individual student) data.	
<b>Accuracy of Analysis of Data</b>	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.	
<b>Evidence of Impact on Student Learning</b>	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.	
<b>COMMENTS:</b>				

**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.

Related University of Phoenix Program Standards (Domain and Sub-domain)

Domain One: Planning and Preparation

Domain Three: Instruction

Domain Four: The Professional Educator

• 1D: Assessment

• 3B: Student Engagement

• 4B: Professionalism

• 4C: Reflection

**Note: An overall rating of 2.5 is required on the entire Teacher Work Sample.**

	<b>1 Unsatisfactory</b>	<b>2 Basic</b>	<b>3 Proficient</b>	<b>Score</b>
<b>Interpretation of Student Learning</b>	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 Learning Results" section. Explores multiple hypotheses for why some students did not meet learning goals and objectives.	
<b>Insights on Effective Instruction and Assessment</b>	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.	
<b>Alignment Among Goals and Objectives, Instruction, and Assessment</b>	Discussion shows no alignment among goals and objectives, instruction, and assessment results.	Discussion displays some sense of alignment, but misunderstandings or conceptual gaps are present.	Logically connects learning goals and objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	
<b>Implications for Future Teaching</b>	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.	
<b>Implications for Professional Development</b>	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.	
<b>COMMENTS:</b>				