

## Renaissance Group Partnership for Improving Teacher Quality

### Teacher Work Sample Road Map for Locating Evidence

| Teaching Process   | Contextual Factors | Learning Goals | Assessment Plan | Design for Instruction | Instructional Decision-Making | Analysis of Learning Results | Evaluation and Self-Reflection |
|--|--------------------|----------------|-----------------|------------------------|-------------------------------|------------------------------|--------------------------------|
| <b>Contextual Factors</b><br><i>The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</i> | <b>X</b>           | x              | x               | x                      | x                             |                              |                                |
| <b>Learning Goals</b><br><i>The teacher sets significant, challenging, varied, and appropriate learning goals.</i>   |                    | <b>X</b>       | x               | x                      | x                             |                              |                                |
| <b>Assessment Plan</b><br><i>The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.</i>           |                    |                | <b>X</b>        | x                      |                               |                              |                                |
| <b>Design for Instruction</b><br><i>The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</i>                                     |                    |                |                 | <b>X</b>               |                               |                              |                                |
| <b>Instructional Decision-Making</b><br><i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i>  |                    |                |                 | x                      | <b>X</b>                      |                              |                                |
| <b>Analysis of Student Learning</b><br><i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i>                     |                    |                |                 |                        |                               | <b>X</b>                     | x                              |
| <b>Evaluation and Reflection</b><br><i>The teacher reflects on his or her instruction and student learning in order to improve teaching practice.</i>  |                    |                |                 |                        |                               | x                            | <b>X</b>                       |