



## Distributed Teacher and Leader Education

# TESOL TEACHER PERFORMANCE ASSESSMENT (TPA) Outline and Description

### INTRODUCTION

NYSED gives the following description of the Teacher Performance Assessment:

*Teacher performance assessment means a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework, and their content knowledge and skill in teaching to the State learning standards in the grade band and subject area of a certificate sought.*

This Portfolio Assessment requires the Teacher of English to Speakers of Other Languages (TESOL) Teacher Candidate to assess instructional choices and strategies in relation to current research in pedagogy, curriculum standards, and content area knowledge.

It focuses on the decision-making process involved in the planning and delivery of a 5 day learning unit of standards-based instruction. It is designed to help prospective TESOL teachers understand the connection between their teaching and evidence of student learning by analyzing the interrelated process of planning, instruction and assessment.

This performance assessment will be completed and submitted during the semester of student teaching. It will measure how well TESOL Teacher Candidates are able to apply their knowledge and skills in an authentic English as a New Language (ENL) classroom setting.

The four principles of the New York State Culturally Responsive-Sustaining Education Framework can be found at <http://www.nysed.gov/crs/framework>

### Core Elements

The basic principles underlying the portfolio assessment are that students learn best when the teacher:

- fully understands the teaching-learning context;
- sets challenging and diverse learning goals based upon Next Generation Learning Standards, National and State TESOL standards;
- plans ENL lessons and selects instructional strategies that address specific learning goals;
- includes scaffolds and demonstrates ability to differentiate instruction for the varying abilities and needs of English Language Learners (ELLs);
- uses assessments at key points in the instructional sequence to monitor ENL student learning and modify that instruction; and,

- provides evidence of the ability to reflect upon one's own teaching, and uses these insights to improve student learning and promote professional growth.

Each of these core elements will be examined in the work sample and outlined in the following pages.

## 1.0 Contextual Factors: The Setting for Learning

While schools may be similar with respect to the basic ENL courses they offer, the setting for learning varies greatly from district to district, from school to school within a particular district, and from classroom to classroom within a particular school. The more TESOL Teacher Candidates know about all of these elements, the better equipped they will be to successfully address the needs of the school and its ENL students. This performance assessment should focus on identifying the characteristics of the community and explain how these characteristics and those of the individual ELLs affect instructional design.

### 1.1 **Describe the community**

- a. Location of the school and the district
- b. Socio-economic and linguistic profile of the community
- c. Percentage of students classified as Special Education/504
- d. Percentage of ENL students and their level of English proficiency

For information, the following sources might be consulted: <https://reportcards.nysed.gov/> for school report cards; community websites for local demographics; school district website; district personnel; public library in the district.

### 1.2 **Describe the registration process and procedures for entering ELLs**

- a. How does the district screen new entrants?
- b. How do they place students into classes at the elementary, middle, and/or high school level?
- c. Are there any supports for newcomers?

### 1.3 **Describe the school and target class**

- a. Description of the school, staff, climate
- b. Size of ENL student population, ENL staff and organizational structure of the ENL program within the school (co-taught, stand-alone, etc.)
- c. Physical layout of the ENL classroom(s) in which the Teacher Candidate is teaching, whether it is dedicated or shared space, availability of technology and other resources
- d. Composition of the specific ENL class that will be used for this portfolio assessment (enrollment, grade levels, linguistic proficiency levels, etc.)

- 1.4 **Describe three ENL students\*** from one class of students you are working with who will be monitored throughout the placement. One of these students should be a student with specific learning needs. Include the following information:
- Testing and placement procedures
  - Brief social history and socio-linguistic background of each of the three students
- \*Actual names cannot be used. Students should be identified as S1, S2, and S3. They should also be of different ability levels (based on language proficiency, learning style, academic background, etc.)
- 1.5 **Analyze** how all of the above factors influence learning goals, instructional design, and assessment

## DESIGN FOR INSTRUCTION

This portfolio assessment focuses on the decision-making processes involved in the planning and delivery of a 5 day learning unit of standards-based instruction. The unit itself should consist of a sequence of five interrelated lessons organized around a limited number (3-4) of learning goals. Scaffolded lessons should make clear connections between language acquisition and content, and should include development in listening, speaking, reading, and writing.

### 2.0 Learning Goals

The following must be included:

- 2.1 Three to four **learning goals** for the 5 day unit and an explanation of the significance of the unit for the ELLs;
- 2.2 **Standards** (ELA and Content Area) that align with the unit;
- 2.3 Content and language learning **objectives** for each individual lesson plan;
- 2.4 Specific examples of opportunities for students to acquire the **academic language and linguistic demands** necessary to participate in the learning of the content.

### 3.0 Assessments

The assessment plan for the unit should be based on the learning goals identified in section 2.1 above.

Well-designed assessments can improve instruction in several ways. They will guide instruction by maintaining focus on the goals and standards to be achieved. Assessments are also important because they enable the teacher to determine what students have and have not learned, to understand why, and, on the basis of this knowledge, to modify instruction accordingly.

## **Pre-assessment**

A pre-assessment can take many forms and may be formal or informal. It may be as simple as asking the students to respond to a set of carefully structured questions or to provide information about a specific topic. This will provide a baseline of students' prior skills and knowledge as they relate to the learning goals.

The following must be included:

- 3.1 A pre-assessment to determine what students do and do not know about the learning goals of the unit. Requisite academic language and linguistic demands should be included in this pre-assessment.

## **Assessment**

Assessments may be informal (formative), such as student answers to teacher questions, games, and observation of students as they work on a class activity. They may be more formal (summative), such as quizzes, tests, reports, or other authentic assessments. Multiple forms of assessment should be used in your unit plan.

The following must be included:

- 3.2 For each lesson in the unit, describe the **formative** assessment and specify the skill or information being assessed. Each formative assessment should be included in daily lesson plans and differentiated for varying proficiency levels.
- 3.3 The **summative** assessment for the unit. This assessment should provide the teacher with the ability to evaluate the degree to which each student has achieved each of the learning goals as listed in section 2.1. A differentiated summative assessment which can be used with students of varying proficiency levels must be included.
- 3.4 A rubric aligned with the summative assessment that indicates clear criteria for various performance levels.
- 3.5 Select **one** assessment from the Design for Instruction that you will use to evaluate your students' development of English language proficiency through content-based instruction. Attach this assessment and the evaluation criteria you will use to analyze student learning.
- 3.6 Select the samples from the three focus students from part 1.4 of this assessment. Summarize the learning of the three focus students as well as that of the whole class.
- 3.7 Submit feedback for the work samples of the 3 focus students. (Scan copy of student work which includes your specific, meaningful feedback and attach to portfolio.)

## 4.0 FIVE-DAY UNIT PLAN

Using knowledge of the teaching-learning context and the results of the pre-assessment, the TESOL Teacher Candidate is to design a 5 day learning unit of instruction which will help all ELLs achieve the standards-based learning goals outlined above.

These lessons should:

- 4.1 Demonstrate an in-depth knowledge of content and the ability to make the content relevant and accessible to ENL students.
- 4.2 Present a coherent content-based instructional sequence.
- 4.3 Employ multiple instructional strategies including at least one ENL lesson with collaborative learning.
- 4.4 Include adaptations and accommodations for exceptional ELLs and demonstrate a sensitivity to the needs of all students.
- 4.5 Integrate technology which enhances instruction.
- 4.6 Incorporate literacy into content area instruction.
- 4.7 Include the use of higher order thinking skills and demonstrate differentiation of instruction.
- 4.8 Identify the ELA Standards and the content area which are being incorporated.
  - a. Indicate the specific academic vocabulary that will be addressed in the unit.
- 4.9 Identify the connection to ENL students' background knowledge in a responsive and respectful manner.

**The Design for Instruction should include all lesson plans and supplementary materials as well as informal and formal assessments.**

## 5.0 ANALYSIS OF ENL STUDENT LEARNING

The purpose of this section is to show that the TESOL Teacher Candidate can analyze the impact of instruction. This section has three main components:

- 5.1 For the entire class, a visual means (chart, graph) should be used to demonstrate student learning with respect to the unit learning goals
- 5.2 For the three students chosen for monitoring, quantify their achievements on particular assessments; explain which instructional strategies were most and least effective for these individual students and give possible reasons for these learning outcomes. Provide rationales and examples of the feedback the Teacher Candidate provided to the targeted ESOL students.

- 5.3 Interpret results of quantitative and qualitative analysis to assess impact of instruction on student learning. Provide descriptions and examples of the manner in which the Teacher Candidate provided opportunities for the ENL students to implement the feedback to guide their additional growth of academic and linguistic proficiencies.

## 6.0 Reflection and Self-Evaluation

The purpose of this final section is to show that the TESOL Teacher Candidate is able to self-reflect on his/her own teaching and use these insights to continue to grow professionally.

Answer the lesson reflection questions. Demonstrate an understanding of your own strengths and weaknesses, and support by providing evidence. Translate these insights into concrete goals for professional growth.

- 6.1 If you were to teach this unit again, how would you revise your learning goals, instructional design decisions, or assessment system? Explain your reasoning.
- 6.2 Identify specific areas where you think your teaching was particularly strong. Provide evidence to support your claim.
- 6.3 Identify specific areas (assessment, individualization of instruction, content knowledge, etc.) where you feel you need improvement in order to become an accomplished classroom teacher (goals for professional growth). Connect your thoughts to relevant research.
- 6.4 Reflecting upon ONE of the lessons taught within the unit, respond to the following questions. (Be sure to indicate the specific lesson being addressed, ie. Day 1, Day 2, etc.):
- Did I achieve the overall objectives of the lesson? How do I know?
  - What parts of the lesson were effective?
  - What parts of the lesson did not succeed as well, and why?
  - How would I evaluate my introduction to the lesson?
  - To what extent were students productively engaged during the lesson?
  - What changes did I make in the lesson as I taught it? Specify where and why.
  - Were there any unanticipated occurrences?
  - Did any classroom management issues arise? How did I respond?
  - Did I achieve appropriate closure for the lesson?
  - Did the assessments adequately measure the intended learning?
  - If I were to teach this lesson again, what changes would I make?

## 6.5 Audio Recording Analysis

To enable you to analyze and reflect upon both your verbal presentation as well as your questioning technique, you will be analyzing your classroom performance through the analysis of an audio recording of a lesson.

Identify a class in which you will be conducting the lesson with a substantial amount of student questioning and discussion. Avoid lessons structured mostly on cooperative learning, student presentations, video presentations and the like.

Record the class via a recording device placed at a convenient, non-obtrusive location in the classroom so it will pick up both your voice as well as the voices of students in the class.

### **VERBAL PRESENTATION**

1. Listen to the recording and critique your verbal presentation with the following criteria in mind:
  - volume of your voice (i.e. "projection")
  - clarity and pace of your speech
  - appropriate use of conventional English - use of slang and colloquial language
  - use of language appropriate to the level of ELL proficiency
  - avoidance of repetitive phrases or words ("verbal filler")
2. Write a critique of your presentation taking into account the criteria listed and any other relevant factors you discover regarding your verbal presentation.

### **QUESTIONING TECHNIQUE**

Write a critique of your questioning, including examples of some of the questions you asked, student responses, and the following:

- clarity of the phrasing of your questions
- evidence of "questioning pitfalls:"
  - asking more than one question at a time
  - asking too many leading questions
  - asking "why" questions
  - asking the same type of questions
  - calling on participants (or the same ones) to answer questions
  - ignoring or not understanding responses
- utilization of effective "wait time" for student response to a question
- variety of your questions based upon Bloom's Taxonomy

### **CONCLUDE WITH...**

Set forth specific goals to achieve in both your verbal presentation as well as in your questioning technique. The actual recording remains in your possession. You will be

submitting a written critique of your verbal presentation and your analysis of your questioning with specific goals set for improvement.



**Distributed Teacher and Leader Education**

**TESOL TEACHER PERFORMANCE ASSESSMENT (TPA) SCORING RUBRIC**

1. CONTEXTUAL FACTORS – The Setting for Learning				
TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
2 a, b	<p>1.1 Describes the community, including location of school and district, socio-economic and linguistic profile of the community, % of students identified as Special Education/504 and ENL.</p> <p>1.2 Describes the registration, screening, and placement process for ENL students, including supports for newcomers.</p> <p>1.3 Describes the school, staff, and organizational structure of ENL program, and target class to be used in this assessment.</p> <p>1.4 Describes the three ESOL students in target class.</p> <p>1.5 Analyzes how the above factors will influence learning goals, instructional design, and assessment.</p>	<p>Two or more of the indicators for the description of the contextual factors are not met or represent poor quality work, and narrative displays an inadequate understanding of the school, its community, and the ESOL students being taught, and/or a lack of care and time.</p> <p>Candidate’s analysis of instructional implications of the community, school, and classroom description is superficial, incomplete and/or fails in other ways to provide an adequate foundation for instructional planning.</p>	<p>All of the major indicators for the description of contextual factors are addressed. Narrative displays adequate description and analysis of the school, its community, and the ESOL students being taught.</p> <p>Candidate addresses instructional implications of the community, school, and classroom description, but analysis may be general and intuitive rather than specific and theoretically informed.</p>	<p>All indicators for the description of contextual factors are met to an exemplary degree, and narrative demonstrates a sophisticated understanding of the school, its community, and the ESOL students being taught.</p> <p>Candidate applies pedagogical theory in a sophisticated way to analyze the impact of setting and student skills, prior learning and learning differences on learning goals, instructional design, and assessment.</p>

2. DESIGN FOR INSTRUCTION – Learning Goals, Assessments, Unit Plan

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
3 a, b, c	<p>2.1 Includes 3-4 learning goals, and an explanation of the significance of the unit for the ELLs.</p> <p>2.2 Includes ELA and Content Area Standards that align with the unit.</p> <p>2.3 Includes content and learning objectives for each of the 5 day plans.</p> <p>2.4 Provides specific examples of opportunities for ELLs to acquire academic language and linguistic demands necessary to participate in the learning of the content.</p>	<p>Learning goals are not clear and/or measurable.</p> <p>ELA and Content Area Standards do not align with the unit.</p> <p>Does not include content and/or learning objectives for each of the 5 day plans.</p> <p>Does not include academic language or linguistic demands.</p> <p>Narrative displays weak content knowledge and little awareness of the major issues to be addressed in the unit and may not adequately explain either how the unit fits into the curriculum, or the ways in which individual lessons and the instructional sequence support learning goals.</p>	<p>Most learning goals are clear and measurable.</p> <p>The ELA and Content Area Standards align with the unit.</p> <p>The objectives are clearly written for each of the individual lesson plans.</p> <p>Addresses academic language and linguistic demands necessary for ELLs to participate in the learning of the content.</p> <p>Narrative displays adequate content knowledge and an awareness of the key disciplinary concepts, though it may not fully articulate the contribution of the unit to the curriculum or the ways in which individual lessons and the instructional sequence support learning goals.</p>	<p>All learning goals are clear and measurable. The ELA and Content Area Standards are clearly aligned with the unit. The candidate demonstrates a sophisticated ability to write content and learning objectives, and includes them in each of the 5 day lesson plans. There are multiple, evident opportunities for ELLs to acquire the academic language and linguistic demands necessary for ELLs to participate in the learning of the content.</p> <p>Narrative displays sophisticated knowledge of the content to be taught and the fundamental concepts of the discipline. The significance of the topic within the overall curriculum and the ways in which individual lessons and the instructional sequence support learning goals are clearly articulated.</p>

3. ASSESSMENT PLAN				
TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
4 b, c	<p>3.1 Includes a pre-assessment which addresses academic language and linguistic demands.</p> <p>3.2 Includes a formative assessment which is aligned to the learning goals for each of the 5 day lesson plans.</p> <p>3.3 Includes a summative assessment for the unit.</p> <p>3.4 Includes a rubric for the summative assessment.</p> <p>3.5, 3.6, 3.7 The individual assessment, samples of focus student work, and teacher feedback are included as requested in the work sample</p>	<p>Does not include a pre-assessment; or the pre-assessment is poorly designed and/or is not aligned with the learning goals.</p> <p>Does not include formative assessments for each of the 5 day lesson plans.</p> <p>Does not include a summative assessment or the assessment is not aligned with the learning goals.</p> <p>Does not include a rubric or the rubric does not establish clear grading criteria</p>	<p>Pre-assessment generally addresses the learning goals, academic language, and linguistic demands.</p> <p>A formative assessment is provided for each lesson in the unit plan.</p> <p>The summative assessment is generally aligned with the learning goals and provides the teacher with information to determine the extent to which the ELLs learned the content.</p> <p>The rubric establishes some grading criteria, however some of the prompts may not be clear or are not provided in language that the students are able to understand.</p>	<p>Pre-assessments are well designed and clearly aligned with learning goals. The candidate demonstrates an ability to provide differentiated assessments for varying proficiency levels.</p> <p>Well designed and differentiated formative assessments are aligned with learning goals for each of the five day lesson plans.</p> <p>The candidate demonstrates the ability to design differentiated and creative summative assessments for varying proficiency levels. The summative assessment is fully aligned to the learning goals and Standards identified in the unit plan.</p> <p>The rubric is clear, with comprehensive grading criteria and provides some accommodations in assessment to meet the needs of individual students. It is designed to guide student learning, assess performance, and provide students with additional opportunities for self-assessment and further learning.</p>

4. FIVE DAY UNIT PLAN				
TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
1 a, b 2 a,b 3 a,b,c	<p>4.1 Demonstrates in-depth knowledge of content and is able to make it relevant and accessible to ELLs.</p> <p>4.2 Presents a coherent content-based instructional sequence.</p> <p>4.3 Employs multiple TESOL instructional strategies including collaborative learning.</p> <p>4.4 Includes adaptations and accommodations for exceptional ESOL students and demonstrates a sensitivity to the needs of all students.</p> <p>4.5 Integrates technology that enhances instruction.</p>	<p>Displays gaps in subject area knowledge. Does not effectively communicate the central concepts of the discipline.</p> <p>Sequence and coherence of ENL lessons is weak and lesson plans are not adequately developed.</p> <p>Unit plan does not employ TESOL instructional strategies.</p> <p>Unit plan does not include adaptations to meet the needs of all students.</p> <p>Unit plan does not integrate technology.</p>	<p>Demonstrates adequate knowledge of discipline and curriculum, and is able to make it relevant and accessible to ELLs.</p> <p>Lesson plans are related to the unit's learning goals and lesson plans are adequately developed.</p> <p>Unit adequately implements some TESOL instructional strategies, including collaborative learning.</p> <p>The unit plan includes some modifications and adaptations to meet the needs of all students</p> <p>At least one of the unit's lessons successfully employs web-based and/or device-based technology to enhance instruction.</p>	<p>Demonstrates sophisticated knowledge of key disciplinary concepts, is able to contextualize instruction, and is able to anticipate and respond to ESOL student learning difficulties and misconceptions.</p> <p>Unit represents a coherent, well developed instructional sequence and ENL lesson plans are fully developed in content and pedagogy.</p> <p>Unit plan includes a wide variety of TESOL instructional strategies, including collaborative learning.</p> <p>Candidate consistently demonstrate the ability to design and implement adaptations to meet the needs of exceptional ESOL students in appropriate ways.</p> <p>Multiple lessons within the unit employ web-based and/or device-based technology in innovative ways to enhance instruction.</p>

4. FIVE DAY UNIT PLAN, CONTINUED

TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
	<p>4.6 Incorporates literacy into content area instruction.</p> <p>4.7 Includes higher-order thinking skills and demonstrates differentiation of instruction.</p> <p>4.8 Identifies the ELA Standards and the Content Area Standards which are being incorporated into instruction.</p> <p>4.9 Identifies the connection to ELL students' background knowledge and experiences in a responsive and respectful manner.</p>	<p>Unit plan does not incorporate literacy and/or does not do so in ways which enhance instruction.</p> <p>Unit plan does not promote development of higher-order thinking skills or include evidence of differentiated instruction.</p> <p>Unit plan does not identify the ELA and Content Area Standards which are being incorporated into instruction.</p> <p>Unit plan does not identify any connection to ELL students' background or experiential knowledge.</p>	<p>Unit plan generally incorporates literacy, though integration into content area instruction may be artificial.</p> <p>Some of the lessons in the unit plan promote the development of higher-order thinking skills, support unit learning goals and attempt to show differentiated instruction.</p> <p>The ELA and Content Area Standards are included, though some may not be relevant to the lesson goals.</p> <p>The unit plan contains evidence to connect (or attempt to connect) learning to the ELL students' background and experiential knowledge, though that connection might not be completely clear.</p>	<p>Unit plan consistently incorporates literacy in ways that reinforce content area learning.</p> <p>All unit lessons are clearly written and promote higher-order thinking skills, support unit learning goals, and provide effective differentiated instruction.</p> <p>The ELA and Content Area Standards are all relevant to the lesson goals, and the activities are clearly connected to the development of the lessons.</p> <p>The unit plan makes multiple connections to learning and students' background knowledge and experiences in ways that help all students relate. The candidate demonstrates an ability to connect students' knowledge and experiences in a responsive and respectful manner.</p>

5. ANALYSIS OF ENL STUDENT LEARNING				
TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
4 a, c 5 a	<p>5.1 Analysis of student learning with respect to learning goals is provided through visual means.</p> <p>5.2 Quantifies student learning for the three selected ENL students and provides explanation of most and least effective instructional strategies, including teacher feedback.</p> <p>5.3 Interprets results of quantitative and qualitative analysis to assess impact of instruction on ENL students.</p>	<p>Chart, graph, or other visual is not included in order to provide analysis of student learning.</p> <p>ENL student learning is not quantified for individual students.</p> <p>Narrative analysis of learning outcomes is incomplete, and/or does not explain impact of instruction on ENL student learning using evidence drawn from the unit.</p>	<p>Chart, graph, or other visual is included to analyze student learning, though it may not be a sufficient, comprehensive or entirely clear analysis.</p> <p>ENL student learning is quantified for three individual students. Most and/or least effective instructional strategies are taken into consideration.</p> <p>Narrative displays knowledge of target class and three individual students, identifies at least one salient factor influencing ENL student learning, and provides plausible explanations of differences in student learning outcomes based on evidence drawn from the unit.</p>	<p>Student learning is clearly explained; charted in a visually creative and thorough way to provide a clear analysis.</p> <p>ENL student learning is quantified in creative ways for three selected students. Candidate demonstrates an ability to objectively evaluate the most and least effective instructional strategies based on evidence of student learning.</p> <p>Narrative displays in depth knowledge of class and individual students, identifies salient factors influencing ENL student learning, and makes explicit use of TESOL pedagogical theory and evidence drawn from the unit to explain differences in student learning outcomes.</p>

6. REFLECTION AND SELF EVALUATION				
TESOL Standards	Core Elements	Inadequate	Meets Standards	Exemplary
5 a, c	<p>6.1 Demonstrates an ability to self-reflect with respect to revising learning goals, instructional design decisions and assessments.</p> <p>6.2 Identifies areas of strength; including evidence to support claim.</p> <p>6.3 Identifies areas of weakness; cites examples, and targets professional goals.</p> <p>6.4 Includes a reflection of a single lesson taught within the Design for Instruction, using provided questions for response.</p>	<p>Narrative is incomplete or does not demonstrate the candidate's ability to reflect on revising learning goals, instruction and/or assessments</p> <p>Narrative does not display the candidate's ability to identify and/or evaluate areas of strength in order to self-reflect on the quality of one's own teaching.</p> <p>Narrative does not clearly discuss areas of weakness or an ability to address improvement and professional growth.</p> <p>Does not include reflection of a single lesson taught within the Design for Instruction, or the reflection does not address the provided questions.</p>	<p>Narrative shows some ability to self-reflect with respect to revising learning goals, instructional design decisions, and assessments.</p> <p>Narrative provides some examples of identifying areas of strength and includes evidence to support claim.</p> <p>Narrative identifies some ability to identify weaknesses, include examples from teaching and/or student learning, and translate these insights into goals for professional growth.</p> <p>Includes a reflection of a single lesson taught, though there may be gaps or omissions with regard to the provided questions.</p>	<p>Narrative shows thoughtful reflection and insight with respect to revising learning goals, instructional design and assessments.</p> <p>Narrative shows a sophisticated understanding of strengths and weaknesses with numerous, clear examples. Feedback is related to relevant TESOL research and pedagogy.</p> <p>Narrative demonstrates sophisticated understanding of weaknesses supported by evidence and the ability to translate these insights into concrete goals for professional growth.</p> <p>Reflection of a single lesson taught addresses all provided prompts in a comprehensive way, including clear connections to instruction and student achievement.</p>