

English as a New Language Early to Middle Childhood

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

Contributors:

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Component 2: Differentiation in Instruction

a. Knowledge of Students (KOS)

- ❖ Did you give a detailed description of students' skills, aspirations, and values?
- ❖ Did you focus on information that would be most applicable to your goals and the activities and topics of the unit?

b. Knowledge of Cultural Diversity

- ❖ Did you give a detailed description of students' cultural and linguistic history?
- ❖ Did you clearly explain the ways you recognize these students' cultural diversity?

c. Goals/Connections (G/C)

- ❖ Did you explain how your language and content goals were based on your knowledge of these students?
- ❖ Did you remember to include process goals?
- ❖ Did you explain why the goals are high, worthwhile, and appropriate for these students at this time? (Application of knowledge of language acquisition should be evident.)
- ❖ Did you explain why you chose your activities and topic/concept/theme, and how they aligned to the goals?
- ❖ Did you explain how the unit and unit goals fit into your long-term language learning goals?
- ❖ Did you clearly connect the activities and processes you used to the learning goals?

d. Language Acquisition (LA)

- ❖ Did you clearly articulate your knowledge of language acquisition in describing, analyzing, and evaluating student work?
- ❖ Does your analysis of the second assessment discuss the appropriateness of your content and language goals?

e. Instruction (INS)

- ❖ Did you explain how the planned instruction reflects the unique learning needs of your students?
- ❖ Did your instruction show appropriate and challenging expectations?
- ❖ Did your instruction integrate subject matter with reading, writing, listening and speaking within your established goals?
- ❖ Did you incorporate instructional resources and materials, including media and/or technological resources, in your instruction? Does your rationale for choosing these resources explain how they facilitate language learning?
- ❖ Does your instruction include ways for your students to actively participate in the culture of their new language and account for your students' cultural diversity?

f. Assessment/Feedback (ASFB)

- ❖ What were your considerations in creating, adapting, and/or selecting your assessment instruments? Did you clearly link this to knowledge of students, knowledge of language development, and the unit goals?
- ❖ Did you describe your assessment instruments?
- ❖ Did you explain the context in which you used your assessment instruments?
- ❖ Did you explain what the students' responses to the assessments told you about the language and content needs of the students?
- ❖ Was the feedback for each of the featured students specific to that student and only that student?
- ❖ Where appropriate, did you show how your specific feedback was incorporated by each student on subsequent assignments?
- ❖ Did you show clearly how your feedback was supportive and constructive for each student?
- ❖ Did you explain how your feedback (timing and content) on each assessment was appropriate to the student's language acquisition level and how it enhanced their learning?

g. Reflection

- ❖ Did you describe your practice accurately?
- ❖ Did you thoughtfully analyze to what extent your interpretations of the first assessments informed your planning and instruction?
- ❖ Did you thoughtfully analyze to what extent this unit plan was successful in teaching content and developing English language competence?
- ❖ Did you reflect on what other types of assessments you would use to further your understanding of these students as language learners?
- ❖ Did you reflect on the implications of your practice (as shown by the results of the first and second assessments) and the significance for future instruction (including things you might change or keep the same)?
- ❖ Did you apply your knowledge of language acquisition and development to future instruction?

Component 3: Teaching Practice and Learning Environment

a. Knowledge of Students (KOS)

- ❖ Refer to suggestions provided in Component 2.
- ❖ Did you cite evidence showing you drawing on detailed knowledge of your students' diverse backgrounds, needs, abilities, and/or interests?

b. Goals/Connections (G/C)

- ❖ Did you clearly state your content and language goals?
- ❖ Are your learning activities realistic and authentic?
- ❖ Have you clearly connected the content and language goals with the learning activities?

c. Student-Centered Learning Environment (SCLE)

- ❖ Have you described ways in which you have created a learning environment that is a stimulating, safe place for your students?
- ❖ Have you described ways in which you have created a learning environment that is fair, equitable, and culturally responsive?
- ❖ Did you discuss how you established trust and mutual respect among the students in the classroom? (e.g., class meetings, modeling, community/team-building activities, rules/expectations)
- ❖ How have you demonstrated a learning environment that supports student interaction? Provide examples of students sharing ideas with the teacher and each other.

d. Active Engagement (ENG)

- ❖ Did you cite examples from the videos that show students are actively engaged with both the teacher and each other?
- ❖ Did you cite examples that show students sharing ideas and conversing in culturally sensitive ways (take turns, adjust volume to a given context, speak directly to listeners)?
- ❖ Did you cite examples that demonstrate the students are listening attentively to each other?

e. Instruction (INS)

- ❖ Did you describe pedagogical decisions made before, during, and after instruction?
- ❖ Did you explain what pedagogical choices made during this instruction demonstrate about your overall teaching practice?
- ❖ Does the evidence show the activities are sequenced and structured in a way that promotes student achievement of learning goals?
- ❖ Have you cited examples that show you support all students in developing the dispositions and skills necessary for developing English language proficiency?
- ❖ Have you cited examples of teacher supports that promote student ability to communicate their intended meaning?
- ❖ Have you cited examples of teacher supports which help these students advance their English language skills so that they engage in meaningful communication for a variety of purposes?

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- ❖ Have you cited examples of providing students with explicit instruction in behaviors associated with social and academic settings (BICS and CALP)?
- ❖ Have you cited examples of integrating reading, speaking, listening, writing, and visual literacy activities that are connected to the learning goals?

f. Knowledge of Language Acquisition (KLA)

- ❖ Does the submission show the use of language acquisition and development in setting high, worthwhile, and attainable goals?
- ❖ How did your knowledge of English language learning influence your selection of appropriate, rich, and thought-provoking instructional approaches and resources to support the goals?

g. Assessment and Analysis (A/A)

- ❖ Did you provide evidence of regular and timely constructive feedback?
- ❖ Did you provide evidence that you monitored and evaluated student learning?
- ❖ Did you describe adjustments made due to assessment? You should look at how assessment drove instruction, how instruction drove assessment, and how decisions were based on both formative and summative evaluations.
- ❖ Did you cite specific examples from the videos that show full and thoughtful analysis?

h. Reflection (R)

- ❖ Refer to suggestions provided in Component 2.
- ❖ Did you clearly explain the lessons' implications for future teaching?
- ❖ Did you describe ways to improve your teaching practice and further promote student learning?

Component 4: Effective and Reflective Practitioner

Do the forms and collect the evidence before beginning work on the written commentary.

a. Knowledge of Students (KOS)

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- ❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- ❖ Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- ❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

b. Use of KOS (USE)

- ❖ Did you use the information collected to describe the entire class?
- ❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- ❖ Did you analyze and synthesize the information to discern patterns from the information you attached?
- ❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- ❖ Did you analyze all the information to determine what was useful in describing the class?
- ❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing

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literature if they do not understand society, culture, and history.

- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because..."; "The formative assessment ties to the class' strengths/needs because..."; "The summative assessment ties to the goals because..."; "The summative assessment ties to the class' strengths/needs because..."?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written auditory, etc.?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

e. Analysis and Use of Data (AUD)

- ❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

f. Feedback (FB)

- ❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear

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descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

g. Student Self-Assessment (SSA)

- ❖ Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- ❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

h. Professional Learning Need (PLN)

- ❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- ❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

i. Student Need (SN)

- ❖ Does the student need highlight something that was **needed** but out of the ordinary?
- ❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- ❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- ❖ Do you know what true collaboration entails?
- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?

- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

j. Reflection (R)

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?