

## GENERALIST

Early Childhood ♦ Ages 3–8

### Component 2:

Differentiation in Instruction

### Component 3:

Teaching Practice and Learning Environment

### Component 4:

Effective and Reflective Practitioner

Contributor:

Amy Johnston

Monte Slaven

## **Component 2: Differentiation in Instruction**

### **a. Knowledge of Students (KOS)**

- ❖ Did you explain the steps you took to identify the specific development of each child? (e.g.; family composition, position of child in family, family economics, education of parents, gender, age, maturity, interests, special needs)
- ❖ What do you know about these students as learners?
  - academic strengths/weaknesses in reading, writing, and oral language
  - learner type as indicated with modalities and/or multiple intelligences
  - active/passive learner
  - interests/ways to motivate
- ❖ What do you know about these students within this teaching context?
  - community type (rural, etc.)
  - support available from school for interventions/differentiations
  - cultural issues (if any)
  - economic issues
  - home support available/not available
- ❖ Did you include how family input was gathered in terms of how the students learn literacy best?
- ❖ How did you share ideas with the family on how to enhance learning opportunities at home based on what the students are learning at school?

### **b. Learning Environment (LE)**

- ❖ Did you clearly communicate that the learning environment was equitable, accessible, and fair for all students (i.e., include support offered to those that show need.)
- ❖ Did you show that the setting demonstrates appreciation of and respect for differences and specific needs?

### **c. Understanding Language Arts/Literacy Development (DEV)**

- ❖ Were you able to explain the process of how early childhood students move through the subject matter of literacy (e.g., beginning awareness to reading)?
- ❖ Did you note where each of the featured students was in terms of literacy development?

### **d. Goals and Objectives (G/O)**

- ❖ Did you explain the goals you chose based on the needs of the featured students? (Give examples of how you considered strengths, weaknesses, interests, and data to identify the goals.)
- ❖ Are the goals challenging?
- ❖ Did you include how you will measure to determine if the goals are met?
- ❖ Did you give an example of a lesson that closely aligns to the goals you set?

### e. Assessment (ASMT)

- ❖ Do you have informal assessments (i.e.; observations, teacher-created performance monitoring, interest inventory, teacher-student conversation documentation)?
- ❖ Do you have formal assessments (includes scores that can be compared to a norm)?
- ❖ Did you include conversation about student literacy choices?
- ❖ Did you demonstrate an understanding of the students' language abilities?
- ❖ How did you monitor progress over time?
  - Include baseline data and how information was gathered to show learning or lack of learning.
  - Explain use of progress monitoring to drive specific instruction.

### f. Use of Information (USE)

- ❖ Did you show how you analyzed the assessment information relating to strengths, interests, and needs to create a plan tailored to how each student learns literacy best?
- ❖ Did you explain students' preferences (the setting they prefer, how they demonstrate understanding, the best time of day for them to learn, etc.)
- ❖ Did you analyze each student's strengths and weaknesses? (Remember the "so what" factor that assessors need to understand.)
- ❖ Did you communicate your understanding of each child's development pattern?
- ❖ Did you include all parts of literacy development (reading, writing, listening, oral language)?

### g. Interconnections (INT)

- ❖ Did you explain specific opportunities for students to combine reading, writing, and oral language?
- ❖ Did you explain your expectations for the interconnection?
- ❖ .How did you achieve the expectations?

### h. Written and/or Oral Communication (COMM)

- ❖ How did you provide rich opportunities through resources and activities to promote students' interests/abilities in oral/written communication and love of books?
- ❖ Did you share evidence of various activities you chose to meet the students' interests and promoted their love of books? Be sure to tell how you knew their interests.
- ❖ How did you challenge your students in the area of writing/oral language?
- ❖ How did you vary your teaching strategies in these areas?
- ❖ Did you explain any ways you created student groups or set up your classroom to increase the desire to communicate through writing/oral language?

### i. Reflection (R)

- ❖ Did you thoroughly analyze the effectiveness of the strategies you used?
- ❖ Did you share your growth and progress through this component?
- ❖ Did you reflect on your own strengths and weaknesses to help in analysis and planning?
- ❖ Did you give suggestions on how this process could be improved (i.e.: how could this lesson move from good to great)?
- ❖ Did you justify decisions or paths of instruction you chose?
- ❖ Did you explain any memorable moments in your process that a connection was made (personally or by the student)?
- ❖ Did you explain what could be done next based on the information you have at the end of this component?
- ❖ Did you share insights and new understandings?

## **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' backgrounds, prior knowledge of the subject, needs, abilities, and/or interests?

### **b. Goals/Connections (G/C)**

- ❖ Did you clearly state your learning goals?
- ❖ Are your learning activities realistic and authentic?
- ❖ Have you clearly connected the learning goals and 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 challenging?
- ❖ Did you discuss how you established trust and mutual respect among the students in the classroom? (e.g.; modeling, community/team-building activities, rules/expectations)
- ❖ Did you describe how you facilitate the inquiry process? (guiding questions, peer-to-peer discussion, etc.)
- ❖ How have you demonstrated a learning environment that supports student interaction? Provide examples of students asking thoughtful questions with respectful responses.

### **d. Self-directed Learning/Active Engagement (ENG)**

- ❖ Have you explained ways in which your students' learning is self-directed?
- ❖ 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 purposefully?
- ❖ 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 structured in a thoughtful and logical manner?
- ❖ Have you cited examples that show you support all students?

- ❖ Have you cited examples of teacher supports that promote student proficiency in comprehension for this specific content matter?
- ❖ Have you cited examples of students demonstrating content-related analysis and evaluation?
- ❖ Have you cited examples of students demonstrating meaningful expression of ideas?

### **f. Content Knowledge (CK)**

- ❖ Do the videos show your knowledge of specific content matter?
- ❖ Does the submission show the use of content knowledge in setting high, worthwhile, and attainable goals?
- ❖ How did your content knowledge influence your instructional approaches?
- ❖ How did your content knowledge influence your selection of appropriate, rich, and thought-provoking instructional resources to support the goals?

### **g. Assessment and Analysis (A/A)**

- ❖ Did you provide evidence of regular, constructive feedback?
- ❖ Did you describe the method of assessment for each of the lessons shown?
- ❖ 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 to 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 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 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"?

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- ❖ 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?