

GENERALIST

Middle Childhood ♦ Ages 7–12

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

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Component 2: Differentiation in Instruction

a. Knowledge of Students (KOS)

- ❖ How did you show an overall knowledge of students' individual learning differences and past experiences?
- ❖ Does your knowledge of students include:
 - Age and gender
 - Community (urban/suburban/exurban/rural, geographical, cultural, district profile)
 - Academic ranges (honors/advanced placement, reading/math/writing levels)
 - Special needs (IEP/504, social/emotional, physical, gender issues)
 - Family background (economics/SES, family structure, ethnicity, migrant/Immigrant)
 - Culture (religion, holidays, language spoken)

b. Goals/Connections (G/C)

- ❖ Did you clearly state your goals?
- ❖ Are they high, worthwhile, and appropriate?
- ❖ Did you use student needs/strengths to justify your goals?

c. Assignments/Instruction (A/I)

- ❖ How did you describe the strengths/weaknesses of the student as a writer? (e.g., paragraphing, capitalization, ideas, development of the story line, organization, sentence structure)
- ❖ Did you describe how you differentiated instruction, tasks/assignments, and/or assessments?
- ❖ Did you describe how the students demonstrate higher-level thinking through their writing?

d. Content Knowledge/Writing Process (CK/WP)

- ❖ Did you describe what the writing process looks like in your classroom?
- ❖ How have the students' writing improved with each draft?
- ❖ How do students show personal responsibility through each piece?
- ❖ Did you explain the purpose of each writing assignment?
- ❖ Did you describe how the students tailor their writing to the audience?

e. Personal Expression (PE)

- ❖ Did you describe how your students use writing to express themselves and multiple perspectives? Did you describe techniques you use to promote this? (journals, prompts, story ideas, genre, point of view, etc.)
- ❖ Did you explain how you support your students' personal expression? (e.g., comments, feedback)

f. Feedback (FB)

- ❖ How have you demonstrated appropriate analysis of students' work? (may include, but not limited to, conventions, repetition, paragraphing, organization, etc.)
- ❖ Have you cited specific details from the students' writing to demonstrate learning and development? (quotations, references to specific lines, specific errors, comparisons between drafts, etc.)

g. Reflection (R)

- ❖ Did you reflect on your practice by pointing out errors or misunderstandings?
- ❖ Did you cite things that worked as well as those that did not work?
- ❖ Did you give possible reasons for the above?
- ❖ Did you note ways to improve the unit/lesson?

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., class meetings, 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"?
- ❖ 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?