World Languages Other Than English

Early Adolescence to Young Adulthood ♦ Ages 11–18+

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)

- ❖ Did you include insights based on a variety of sources (e.g., school counselors, district office and/or other publications, IEP's, parents, student surveys, previous language studies, test scores)?
- ❖ Did you consider the following as possible impacts on the outcome of the lesson:
    - Gender and age (physical and psychological age (e.g., an 8-year-old with an 8th grade reading level)
    - Classroom dynamics (how this student Interacts with peers, impact of student behavior on instruction)
    - Academic range within the classroom
    - Special needs (not just IEP and 504 issue but also experiences such as mobility, migrancy status, military, gender issues, foster care, etc.)
    - Student interest and activities
    - Family background (educational level, structure, economic status, etc.)
    - Ethnicity and culture
    - Cultural life experiences (gang-related environment, extended families, level of diversity, access to libraries and museums, etc.)
    - Geographical influences
    - Career plans

b. Knowledge of Language & Goals of Instruction KLA/GI)

- ❖ Do your student work samples demonstrate consistent use of comprehensible target language in the classroom (e.g., instructions and feedback in the target language)?
- ❖ Did you include evidence of consistent use of comprehensible target language in the classroom (e.g., transcript of exchanges, description of how you make the TL comprehensible)?
- ❖ Did you translate any Instances of TL usage to ensure comprehensibility?
- ❖ Do your goals explain what you want the students to be able to do with the language at the conclusion of this unit of instruction? Are they measurable? (Consider what real-life language skill the students will master as a result of the instructional sequence.)
- ❖ Did you clearly explain the goals of the previous units and/or those that follow? (This Is especially important If mastery of one Is essential to mastery of another.)
- ❖ Have you explained why the goals you have identified are important and relevant to these students' learning at this time?

c. Cultural Traits (CT)

- ❖ Did you clearly identify a key cultural trait or concept and explain how it relates to the goals of this instructional unit?

- ❖ Did you explain how you enabled students to understand It In a broader cultural context?

d. Prior Language Experience (PLE)

- ❖ Did you survey students about their prior experience with the target language?
- ❖ Did you show how that information influenced your planning, teaching, and/or assessment in this instructional sequence?

e. Instruction (INS)

- ❖ Did you explain how the planned instruction reflects the unique learning needs of your students?
- ❖ Did you clearly explain how the selected instructional activities help students achieve the identified goals?
- ❖ Did you vary your instructional approach to tailor your lessons to the needs of your students?
- ❖ Did you describe the impact your choices had on the learning of these two students specifically?
- ❖ Did you supplement your textbook activities with age-appropriate, current, and relevant materials?
- ❖ Did you show these materials were selected based on the needs of your students, keeping in mind the goals of the instructional sequence? Do the materials challenge your student to think critically and creatively?
- ❖ Does your lesson demonstrate how language and culture are interrelated?
- ❖ Did you provide clear evidence that the results of assessment #1 informed your plans for the next instructional sequence?
- ❖ Did you demonstrate your knowledge of second language acquisition?
- ❖ Did you explain how learning was enhanced by your decisions and actions? (Include references to informal observations, conversations, and other assessments.)

f. Assessment (ASMT)

- ❖ Did you provide your students with feedback that resulted in improved understanding? (This might be given in English, especially in lower-level classes; meaningful and relevant is more important than the use of the target language in this case.)
- ❖ Did you recognize and discuss trends in the assessment data?
- ❖ Did you explain adjustments you made to the curriculum and instruction based on the assessment results?

g. Analysis and Reflection (ANA/R)

- Did you state whether the students achieved the goals? Did you cite specific examples as evidence?
- Did you identify areas that were and were not successful and explain why? Did you cite specific evidence to justify your statements?
- Did you reflect on possible alternative approaches that might be effective paths for student learning?
- Did you explain how you could move this lesson from good to great?
- Did you note what you learned from this lesson that can be applied to future lessons?
- Did you cite peak moments In this instructional sequence that raised your own definition of quality 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?
- Did you have a clear topic of substance in the video?

b. Goals/Connections (G/C)

- Did you clearly state your goals, including at least one related to cultural competency and another related to communication?
- Did you clearly show how they were important to these students at this time?
- Did you justify your instructional decisions with acquisition theory and/or ACTFL standards for your students' language level?
- Have you clearly connected the goals with the learning activities?

c. Student-Centered Learning Environment (SCLE)

- Have you described ways in which you lowered your students' affective filter in the classroom?
- Have you described ways in which you have created a learning environment that encourages students to experiment with language and rewards their efforts?
- Did you justify your choice of speaking activity by aligning it with appropriate interpersonal communication standards for your students' language level (e.g., the ACTFL standards)?
- 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 demonstrate the students are using level-appropriate skills while interacting with 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 highlight your feedback to students?
- 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 foreign language skills for a variety of purposes?

- ❖ Including the pre- and post-lesson for each video, do the videos demonstrate the students' reading, speaking, listening, and writing proficiencies in the target language?
- ❖ Does the video show you making the lesson comprehensible by using such strategies as hand gestures, translations on the board, posted signs around the room, etc.
- ❖ Do the videos demonstrate exposure to multiple authentic, culturally appropriate, and thought-provoking resources and realia?
- ❖ Did you describe the relationship between the cultural competency and communicative goals for the lessons?

f. Knowledge of Language (KOSL)

- ❖ 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 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?
- Did you connect the visual arts with other subject areas?

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?
- Did you use the general stages of artistic development as a guideline to inform and modify instruction?

e. Analysis and Use of Data (AUD)

- Did you cite specific details from the results of the assessments when you presented

you're 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?
- Did you methodically evaluate student learning and the visual arts program?

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?
- ❖ Did you seek ways to Improve instructional assessment practices that will lead to improvements in student learning and visual arts programs?

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? Di 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 you're 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?