Entry 1:
Promoting Literacy Development through Writing

Entry 2:
Constructing Meaning through Reading

Entry 3:
Integration of Speaking, Listening, and Viewing

Contributors:
Heather Caswell
Debra Stewart
Entry 1: Promoting Literacy Development through Writing

The purpose of the following information is to allow your National Board Certification journey to be one that stretches your thinking. There are multiple ways in becoming National Board certified. It is a process that pushes you to look deeper into your teaching. It is a documentation of connection between your teaching and the student learning being accomplished. The more connections, evidence, and impact you can provide that supports your teaching approach, the more meaningful your National Board journey will be and the more impact this journey will have on your future teaching.

a) Knowledge of Students (KOS)

- Look at the chosen student’s approach to writing. What strategies do they already use? How do they approach writing?
- Be aware of the student’s weaknesses and strengths in both reading and writing.
- Survey the student on interests and learning styles.
- Collect an understanding about the student’s prior knowledge and attitude towards literacy. How does the student view literacy? (i.e. as a tool for learning, a school activity, or an enjoyable activity, or something they have to do, etc.)
- Look at developmental patterns and history of the student. (Conference with parents/teachers about past learning experiences, development prior to kindergarten, as well as social and emotional interactions visible to parents and other teachers.) Think about how these patterns affect the student’s literacy development. Look into previous portfolios or data in student records.
- When presenting assessment data, consider specifically how it is important and applicable to literacy development and knowledge of student. Briefly explain the measurement tool being used for data collection.
- Address any other issues or information directly related to writing development. (i.e. gender, community and family information, school support, maturity, etc.)

b) Analysis of Student Work (ASW)

- Collect a variety of student data in both reading and writing. When analyzing student writing, think about the impact of the reciprocal nature of the two.
- Look at the evidence of connections between the student’s reading and writing awareness. Be aware of similarities between the application of both reading and writing strategies and skills.
- Consider the student’s developmental stage in the student’s writing process and strategies.
- When analyzing, consider the student’s writing process, application of traits of good writing, and evidence of expected learning standards. Think about how these are reflected in the student’s work samples and what is lacking.
- Are the writing prompts different enough to provide the student experience in application across different genres?
c) Goals (G)

- Based on Knowledge of Students (KOS), consider what instructional strategies and writing activities will allow the student to become a more efficient and independent reader and writer.
- Formulate goals based on student needs, not on writing activities or assignments. The writing assignment is the medium for allowing the student to demonstrate evidence of writing growth.
- When formulating long-term goals, consider the “big picture” of the individual student’s writing process.
- As short-term goals are formulated, consider what instructional supports are needed to progress the student’s learning towards achieving the overarching long-term goals.

d) Connections (CON)

- Show evidence that the student understands the purpose for writing and reading.
- Consider how the student viewed reading and writing prior to instruction. How does it differ following instruction?
- How will the commentary provide specific evidence of purposeful connections among assessment, instruction, and individual student needs?

e) Instruction/Writing (I/W)

- Look specifically at what instructional strategies were used to scaffold the writing development of the chosen student.
- How did the student’s view of literacy alter due to this writing experience?
- Record data from conferences and conversations with the student. This documentation will assist in presenting evidence.
- When looking at writing samples and considering student needs, what specific assessment information guided the implementation of instructional strategies?

f) Impact (IM)

- How has the chosen student altered her/his writing approach?
- Consider how the student has grown developmentally in reading and writing. Revisit Knowledge of Students (KOS).
- Focus on student’s writing development, evidence of writing process and traits of writing not meeting the writing assignment requirement.
- Does instructional impact reflect determined goals (short-term and long-term)?

g) Fairness/Equity/Access (FEA)

- Consider specific needs of the individual student (i.e. diversity, social/emotional, academic, family, gender, etc). How is addressing these needs providing equity within instruction?
Identify adaptations/modification made along the way or possible adaptations/modification that could be made and state why they are/would be appropriate. (Explain differentiation.)

h) Reflection (R)

- Consider making clear connections between student needs and the literacy development. What specifically allowed the student to show growth?
- Consider what could have been done differently now, having a larger awareness of the student’s need.
- Use documentation of conversations as well as writing samples to reflect any of the teacher’s and/or the student’s “aha” moments.
- Identify how you could move this lesson from the current level of growth to the next level, transferring from this instruction to future instruction.
Entry 2: Constructing Meaning through Reading

a) Knowledge of Students (KOS)
   - Look at the chosen students’ approach to literacy. What strategies do they already use? How do they approach reading?
   - Be aware of the students’ weaknesses and strengths in literacy.
   - Survey students on interests and learning styles.
   - Collect an understanding about the student’s prior knowledge and attitude towards literacy. How do the students view literacy? (i.e. as a tool for learning, a school activity, or an enjoyable activity, or something they have to do, etc.)
   - Look at developmental patterns and history of students. (Conference with parents/teachers about past learning experiences, development prior to kindergarten, as well as social and emotional interactions visible to parents and other teachers.) Think about how these patterns affect the students’ literacy development. Look into previous portfolios or data in student records.
   - When presenting assessment data, consider specifically how it is important and applicable to literacy development and knowledge of students. Briefly explain the measurement tool being used for data collection.
   - Address any other issues or information directly related to writing development. (i.e. gender, community and family information, school support, maturity, etc.)
   - Make connections to your Knowledge of Students and how you make accommodations within your instruction viewed on the video.

b) Knowledge of Field (KOF)
   - How does your understanding of literacy development and theory affect the approach you take to reading instruction? More importantly, how does this understanding impact the needs of your students? (Connect your understanding of theory to instruction to student needs.)
   - Is the cited literature theory-based rather than practitioner-based?

c) Assessment (ASMT)
   - Based on Knowledge of Students and Knowledge of Field consider the different assessment tools that will allow further knowledge of student learning and determine evidence of student learning.
   - Consider student-generated rubrics and/or checklists as a self-assessment.
   - For your knowledge and insight, videotape the creation of these anchor charts, rubrics, and checklists so you can have a stronger understanding of the students’ construction of meaning.

d) Goals Connections (G/C)
   - Based on Knowledge of Students (KOS), consider what instructional strategies and literacy activities will allow the students to construct a deeper understanding.
Formulate goals based on student needs, not reading activities or assignments. The activity is the medium for allowing the students to demonstrate evidence of literacy growth.

Identify connections between goals, student needs, and instruction.

Do the goals for the lesson connect literature to the students’ needs?

e) Instruction (INS)

- How do instructional strategies guide students to make meaning from text?
- What strategies are used to assure purposeful teacher-to-student and/or student-to-student interaction? What is the purpose for choosing this type of interaction for this instruction?
- During instruction, how do interactions impact the students’ literacy needs?
- Think about the connection between specific assessment information, student needs, and instructional goals for this lesson.

f) Instructional Resources (IR)

- How do instructional resources respond to the literary, diversity, and inclusive learning needs of students?
- Did students create anchor charts/graphic organizer, etc, that allowed them to understand their own literacy development?
- How are student and/or teacher-generated resources used during instruction?
- Reference specific visual/textual resources available during instruction.
- How do instructional resources assist in meeting student literacy development needs?

g) Learning Environment (LE)

- How does student arrangement affect student learning (small group, tables, rows of desks, etc.)?
- Does the environment support the opportunity to work in a non-threatening cooperative/collaborative atmosphere?
- Consider opportunities for student-to-student interactions. Explain the reason and purpose of instructional strategies (i.e. district mandate, theory, etc.).
- How do you assure that all students have equal and engaging opportunities in the learning experience? How do all students get what they need for success?

h) Reflection (R)

- Justify the reasons for the use of the identified strategies.
- Cite specific student feedback used to influence instruction.
- Identify the peak moments in this instructional sequence that raised your own personal definition of quality instruction.
- What are your plans to seek alternative approaches and modify future instruction?
Entry 3: Integration of Speaking, Listening, and Viewing

a) Knowledge of Students (KOS)

- Look at the chosen students’ approach to literacy. What strategies do they already use? How do they approach literacy?
- Be aware of the students' weaknesses and strengths in speaking, listening, and viewing.
- Survey students on interests and learning styles.
- Have an understanding about the students’ prior knowledge and attitude towards speaking, listening, and viewing.
- To gain understanding, take time to critically observe your students engagement in speaking, listening, and viewing.
- Make connections to your Knowledge of Students and how you make accommodations within your instruction viewed on the video.
- Provide evidence that you have used knowledge of students’ language and literacy background to appropriately incorporate instructional strategies that encourage student(s) to react to visual, auditory, or written material through speaking.
- Consider how your students will react to visual, auditory, or written material through speaking, listening and viewing.

b) Knowledge of Field (KOF)

- As the teacher, expand your personal knowledge and understanding of authentic speaking, listening, and viewing skills and strategies. How is this knowledge of effective and authentic speaking, listening, and viewing strategies to meet the learning needs of your students?
- When looking at the video, consider clear and consistent evidence of listening and viewing activities. What physical evidence is demonstrated? What cognitive evidence is demonstrated? How are the students and teacher aware of these physical and cognitive strategies, which reflect appropriate speaking, listening, and viewing?
- During instruction, encourage the opportunity for students to demonstrate clarity, awareness of audience, purpose, and context of speaking.

c) Assessment (ASMT)

- Use student metacognition to gain understanding of prior knowledge of specific speaking, listening, and visual skills/strategies. This will be a starting point for formulating learning goals.
- How do observations and/or assessments guide instruction and help students to progress as listeners, speakers, and viewers?
- How do you know you planned and facilitated an interdisciplinary learning experience?
- How does technology foster effective speaking, listening, and viewing for a specific purpose and audience?
- Consider student-generated rubrics and/or checklists as a self-assessment.
d) Goals/Connections (G/C)

- Consider the multi-dimensions and levels of the interrelated nature of listening, speaking, and viewing (visual literacy, technology, etc.).
- Were goals developed and thoughtfully planned with developmentally appropriate instruction in mind to help students progress as speakers, listeners, and viewers?
- Does the teacher provide experiences for students to use and reflect upon speaking, listening, and viewing strategies to construct meaning by making connections with other disciplines?

e) Instruction (INST)

- How do instructional strategies guide students to use specific speaking, listening, and viewing skills?
- What strategies are used to assure purposeful teacher-to-student and/or student-to-student interaction? What is the purpose for choosing this type of interaction for this instruction?
- During instruction, how do interactions impact the students’ listening and viewing needs? How is this understanding demonstrated through speaking?
- Think about your specific understanding of students’ metacognitive understanding of speaking, listening, and viewing and how these students’ needs impacted instructional goals for this lesson.
- Consider how your instruction is effectively differentiated to accommodate learners of diverse abilities, background, and/or experiences in the areas of speaking, listening, and viewing.

f) Instructional Resources (IR)

- How do instructional resources respond to the diversity and inclusive learning needs of students?
- What student-created instructional resources allowed them to understand their own development of listening and viewing?
- How and why are student- and/or teacher-generated resources used during instruction?
- How do instructional resources assist in meeting students’ development needs?
- Does the use of technology authentically and effectively promote the understanding of listening, speaking and viewing?
- Be cautious that you are not setting up the lesson to meet portfolio requirements. Keep in mind the needs of students.

g) Learning Environment (LE)

- How does student arrangement affect student learning (small group, tables, rows of desks, etc.)?
- Does the environment support the opportunity to work in a non-threatening, cooperative/collaborative atmosphere?
- Consider opportunities for student-to-student interactions.
Explain the reason and purpose of instructional strategies.

Do all students have equal and engaging opportunities in the learning experience? How do all students get what they need for success?

h) Reflection (R)

Consider making clear connections between students’ needs and development of speaking, listening, and viewing. What specifically allowed the students to show growth?

Consider what could have been done differently now, having a larger awareness of the students’ needs.

Use documentation of conversations to reflect the teacher’s and students’ “aha” moments.

Consider the evidence of speaking, listening, and viewing that links knowledge of students to your goals and your delivered instruction. How do they support and enhance each other?

Identify how you could move this lesson from the current level of growth to the next level, transferring from this instruction to future instruction.

The Evaluation of Evidence Guide, which guides the assessment of your portfolio, was used as an organizational guide for this document.