Volume Two

Adolescence and Young Adulthood/English Language Arts
Early Adolescence/English Language Arts
Early Childhood through Young Adulthood/Library Media
Early and Middle Childhood/Literacy: Reading–Language Arts
Volume 1  ♦

Early Childhood / Generalist
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Adolescence and Young Adulthood / English Language Arts
   Early Adolescence / English Language Arts
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   Early Adolescence through Young Adulthood / Art
   Early Adolescence through Young Adulthood / Music
   Early and Middle Childhood / Music

Volume 6  ♦

   Early Childhood through Young Adulthood / Exceptional Needs Specialist
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Introduction

The National Board for Professional Teaching Standards (NBPTS) was founded in 1987 in order to achieve the following mission:

To advance the quality of teaching and learning by

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- providing a national voluntary system certifying teachers who meet these standards, and
- advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

National Board Certification has proven itself to be a valid and reliable method of identifying the nation’s accomplished teachers, with the added benefit of providing candidates with a professional development experience many rate as the best they have ever experienced. They also note, however, that it took a great deal of time—usually the first six weeks to three months of their candidacy, working with their standards, collecting evidence, and drafting portfolio entries—before everything clicked and they suddenly “got it.” Here are some examples of what they “got.”

- An understanding of what the National Board is assessing and measuring vs. what “I” want them to assess and measure.
- The National Board’s concept of “quality teaching” (as defined by NBPTS standards) vs. a collection of definitions for quality, some directly contradicting others, based for the most part on idiosyncratic experience.
- The ability to understand what really matters when demonstrating accomplished teaching vs. good stories that make me feel good about myself but don’t represent productive work.
- The difference between convincing evidence vs. relevant but unconvincing evidence.
- An engagement in critical self-analysis based on high and rigorous standards that lead to better teaching—regardless of how “good” I was before I began.
- An understanding that, for the National Board, the only thing that ultimately matters is improved student learning.
- An understanding that National Board certification is a designation they are working hard to earn, vs. an award or recognition they hope to win.

Our first goal in developing this guide was to help National Board candidates “get it” sooner rather than later: if a candidate would normally have “gotten it” in six weeks, we want the candidate to “get it” in three; if it would have taken three months, we hope to reduce the time to a month-and-a-half. It will still require a great deal of effort on a candidate’s part to “get it,” but it is our hope, by drawing on the wisdom and experience of National Board Certified Teachers, we will mark a path candidates can follow in an attempt to steer this professional growth experience in its intended direction a little sooner than might otherwise be possible.
Our second goal is to encourage school districts throughout Kansas to use this resource as a companion to the Note-Taking Guides developed by NBPTS and published on their web site in order to enhance their own staff development activities. All teachers, whether they are working toward National Board Certification or not, can improve the quality of their work if they have a better understanding of the factors related to accomplished teaching. For example, it is not enough to simply assert that knowledge of students matters. An accomplished teacher knows and understands

♦ why knowledge of students matters;
♦ the kind of knowledge about students that is most relevant to a specific teaching assignment;
♦ how to efficiently and effectively collect that knowledge; and,
♦ how to use that knowledge to build and/or strengthen instructional skills and abilities that will in turn contribute to improved student learning.

This same level of understanding is also crucial in goal setting and forming meaningful connections between goals, planning, structuring of instructional sequence, formative and summative assessments, analysis, reflection—and the list goes on and on.

It is important to remember that the suggestions included in this resource will not replace the insight and effort a National Board candidate must apply to the individual work as the candidate goes through the candidacy process nor guarantee success. The information in this resource is based on the writers’ various personal experiences with the NBPTS certification process. There is much more a candidate will have to address and provide in the way of information, supporting documents, instructional artifacts, etc. for each entry. The guidance authors provide here is, from their experience, what will help candidates overcome their greatest challenges in regard to developing and submitting strong entries—entries focused on the tasks of accomplished teaching and learning, and show evidence of meeting the NBPTS standards.

**How to Use this Guide**

*Working Wisdom: A Guide to Accomplished Teaching* is a larger resource divided into volumes of similar certificate areas. The purposes of sectionalizing are two-fold: (1) it will appear less daunting and increase the probability of its usage by candidates; and, (2) it will be easier to update when certificate changes are made by National Board for Professional Teaching Standards.

To make this resource user-friendly and appreciative of a candidate’s time, the suggestions listed within each certificate have been condensed. Instead of repeating the same suggestions for repeated sections of the Note-Taking Guide in Entry 2 or Entry 3 of the same certificate, the first bullet may read, “Refer to suggestions provided in Entry 1.” If there are additional suggestions (those not listed in the previous entry) then those will follow that first statement. Visually, this may appear as if Entry 2 and Entry 3 are less important. This could not be further from the truth. Each entry (1, 2, and 3) has an equal weight in the overall scoring of the total assessment process.

While we have made these suggestions certificate-area-specific, if you look through certificates other than your own area of certification you will find some significant similarities to go along with the inevitable differences associated with teaching at different developmental levels and/
or content areas. Some aspects of good teaching cross over developmental and disciplinary boundaries. Others do not.

Support for National Board Candidates

We have titled this resource Working Wisdom: A Guide to Accomplished Teaching for two specific reasons. First, and most importantly, the suggestions included in it have worked for the National Board Certified Teachers who made them.

Second, these suggestions reflect the wisdom of the NBCTs who made them. By wisdom, we mean something very specific: a clear and convincing understanding of both the ends (National Board Certification) and the means (how to achieve that Certification) of the candidacy process. In other words, following the advice presented here has the potential to increase candidates’ respective understandings of what they should be most concerned with, why they should be concerned with it, and how they should act on that understanding. This vision of the “big picture” is essential to help candidates use their time efficiently and effectively.

Assumptions

We make three assumptions about National Board Candidates who choose to use this document for assistance in their pursuit of National Board Certification:

♦ You have read and studied the standards for your certificate area.
♦ You have read and studied the instructions for each portfolio entry for your certificate area.
♦ You have read and studied the rubrics and Note-Taking Guide provided in the Scoring Guide for your certificate area.

Note: The Portfolio Instructions and the Scoring Guide can be found by going to the downloads section of the NBPTS Website (www.nbpts.org), finding your certificate area, and following the appropriate link to the desired destination.

Getting Started

Once you have completed the three tasks listed above, the “working wisdom” of a National Board Certified Teacher can be of help to you. There are many ways to use these suggestions, but here are what we believe will be the most helpful.

If you haven’t already printed out the “Composing My Written Commentary” section from your portfolio entry instructions, do so now. Then sit down with (1) that document, (2) a copy of the standards for your certificate area, and (3) the corresponding section (by both certificate area and portfolio entry number) of this booklet.

You will notice a series of italicized questions in your portfolio instructions. The Note-Taking Guide was designed to help you collect the clear, consistent, and convincing evidence you will include in your response to each of these questions, while the suggestions in this booklet will both help clarify what is meant by “clear, consistent, and convincing” and make very specific suggestions regarding how to collect that evidence.

Begin by identifying the suggestions from Working Wisdom that both relate to a specific prompt in your portfolio instructions and appear to offer you the most fruitful use of your time.
It is important to remember not all suggestions will be equally helpful to all candidates. Each contributor has offered suggestions for gathering evidence to support a candidate’s decision of how to possibly respond effectively to these prompts. The candidate should use whatever combination of those suggestions that will best help answer the prompts in a manner that is clear, consistent, and convincing for the reality of the candidate’s own classroom and journey through the National Board process.

The candidate must remember there is limited space in which to respond to each prompt; therefore, all information cannot be included because all information is not equally compelling for the reality of the candidate’s own classroom. The suggestions provided in this resource serve as a possible guide for responding to the written commentary prompts for each portfolio entry.

In any certificate area, a candidate must use professional judgment to select the best evidence possible to include in a portfolio entry rather than just the relevant evidence. Merely relevant evidence just fills space and compels an assessor to ask “So what?” Best evidence, however, is convincing and compels an assessor to smile and nod in agreement. It is the same experience you have as a teacher when a student “gets it,” and you are amazed that someone so young has such significant understanding.

Always aim for amazement.

What? So What? and Now What?

The prompts for the written commentary in each portfolio should lead the candidate to three types of thinking: description, analysis, and reflection. All three are essential to providing a clear, consistent, and convincing written response. To aid in this thinking, the candidate could review the written commentary to determine if the following three questions have been addressed:


Other Staff Development Activities

It is impossible to predict how a grade level, team, department, school, and/or school district might want to use this resource to enhance staff development activities. The best uses of it will undoubtedly be found in the nexus between a particular set of student needs and the creativity of someone trying to meet those needs—not in an introduction written in an office far from the real lives of students and teachers. Still, there are some suggestions that can be made to help teachers and school leaders find that nexus for themselves and use it to their advantage.

Standards Matter

By bringing standards from the National Board into grade level, team, department, school, and/or school district staff development activities, we can begin to raise teachers and school leaders’ expectations of quality. One of the most important things a teacher must “get” before able to demonstrate accomplished teaching is a clear sense of what National Board “quality” is. The same principle applies to groups of teachers as well. Reading and discussing the standards can help teachers clarify expectations for themselves and their students, increase rigor without just piling the work on higher and deeper, and strengthen relationships between schools and their external stakeholders—particularly with parents and community partners—in
ways that lead to significantly improved student learning. Dumping all of the standards for a specific certificate area on a group of teachers and school leaders, however, is much like telling employees that the beatings will continue until morale improves. Each set of standards is much too comprehensive to be approached in this manner.

Start Small

We recommend, to the greatest extent possible, staff development with the standards be done in small groups of teachers and school leaders with related professional needs and interests, and the standards used meet the specific needs of the participants involved. This will rarely, if ever, lead to a one-size-fits-all staff development program.

For example, the Adolescent Young Adult/English Language Arts certificate area consists of 16 standards. Standard II: Knowledge of English Language Arts, is made up of at least 26 elements, ranging from “Teachers understand the nature of motivation—including both intrinsic and extrinsic rewards—and that understanding allows them to engage students through deliberately and strategically crafted language experiences” to “Literature is understood as an expression of human creativity that evolves over time and can describe intellectual currents, social forces, and innovations.”

Members of a high school language arts department that consists of relatively inexperienced teachers could spend a year’s worth of work developing their skills in either of these two elements from Standard II and still have much work to do. Effective school leaders will recognize such an inexperienced group might need mentors to help them fully understand how to motivate all students, rather than those most like themselves, or that focusing on “literature as an expression of human creativity” is by no means an excuse to ignore conventions. Making wisdom work is not easy and requires experienced guidance, not trial by fire.

For a department consisting primarily of successful teachers with significant experience, however, such intense focus on either or even both of these elements could well be a waste of valuable time and erode staff morale. This group might be better served by linking the two elements from Standard II above with an element from Standard IV: Fairness, Equity, and Diversity, “Teachers appreciate and build on the diversity and commonalities they find within their classroom” and an element from Standard V: Learning Environment, “Teachers help students value what they have learned by providing the opportunity for them to apply their learning beyond the classroom.” Or their experience might lead them in an entirely different direction.

Most high school language arts departments, however, represent a mix of experience that makes these two extremes seem rather simplistic—and the same can be said of most groups of teachers in most schools. What really matters is that the teachers involved identify their needs and focus on those standards that will help them best meet those needs. This is where effective school leaders are critical, whether in the role of superintendent, curriculum coordinator, director of staff development, principal, grade level or team leader, department chair, mentor, or good friend. Since most teachers are not pursuing National Board Certification, it is unrealistic to expect them to study the standards for their respective areas of certification to the same extent as would a candidate. Helping the teacher identify the connections among the needs of individual teachers, the needs of students, and the standards sets the stage for significant staff development that matters on a practical level for teachers. It is also critical that school leaders recognize when their “help” ceases to be helpful, and the best thing they can do is get out of the way of good work being accomplished.
Once these connections have been identified, this resource can provide helpful suggestions for specific staff development experiences that could range from self-contained, single-day sessions to on-going experiences that last an entire school year or even longer.

All teachers need to know and understand certain things:

♦ they need to use significant knowledge and understanding of their students to enhance the quality of their instruction;
♦ they need to have mastered the content for which they are responsible; they need to establish rigorous and worthwhile goals for their students;
♦ they need to engage in effective instructional design and create a learning environment that fosters student engagement;
♦ they need to simultaneously use assessments to both document and enhance student learning;
♦ they need to make concern for diversity a natural way to engage students rather than an imposition foisted on them by some external force;
♦ they need to view the establishment of meaningful partnerships with their students’ families and other concerned, external stakeholders within their school communities as fundamental job requirements; and,
♦ they need to engage in recursive, systematic reflection and critical analysis of their work.

*Working Wisdom: A Guide to Accomplished Teaching* is designed to provide educators with specific suggestions that will help them know and understand “these things.” We hope you find it useful.

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Entry 1:
Analysis of Student Growth in Reading and Writing

Entry 2:
Instructional Analysis: Whole Class Discussion

Entry 3:
Instructional Analysis: Small Groups

Contributor:
Susie Harrison
Entry 1: Analysis of Student Growth in Reading and Writing

a. Knowledge of Students (KOS)

♦ Information for this area is a collection of data.

♦ Use the following sources: QPA Building Profile, building secretary, district office, district publicity information (pamphlets, web sites), other educational professionals, IEPs, School District Profile, parents.

♦ Poll and survey students on non-confidential issues: pre- and post-surveys, interest surveys, learning styles, personalities, color theories, etc.

♦ Perform an Internet search on the city you teach for community data.

♦ Each section below will affect what and how you teach your specific students. Select only the areas below that are specific to your setting and necessary to demonstrate student impact for the lesson explained in the selected portfolio.

♦ Use daily journals to supplement information you have obtained from other sources.

♦ Assign topics for writing that provide insight into the home life, attitudes, and experiences of your students.

♦ Take notes during class discussions of literature when students express opinions or self-disclose in other ways.

♦ Include information related to other activities in which the students participate. (E.g., do you have wrestlers who starve themselves and are “cranky” during their competitive season?)

♦ Discuss those students who need additional help, come in after school often, need further explanations on every assignment.

♦ Make associations between siblings of these students you might have previously taught and check for information you may have gathered from them that could be pertinent to your present students.

♦ Contact coaches and other teachers who also have your student; attend sporting events and programs to see students in other venues.

♦ Keep track of conferences and telephone conversations or e-mail correspondence with regard to students, especially those from parents/guardians.

♦ Some of this information could be included in the contextual information:
  • Gender and age (include physical/psychological ages, e.g., 8-year-old thinks s/he is 16)
  • Community (urban/rural/suburban/exurban)
  • Employment opportunities
• Geographical (environmental influences: ocean, mountain, prairie)

• Cultural life experiences (e.g., gang-related environment, extended families for generations, level of diversity, access to museums and other institutions)

• Academic ranges
  ▫ Strengths and weaknesses
  ▫ Honors, advanced placement, prerequisites
  ▫ Reading level/math level/writing level (e.g., comfort within each, proficiency within each)

• Student interests
  ▫ Art/sports/games/stories/etc.

• Special needs
  ▫ Medications
  ▫ 504 – IEP
  ▫ Para support
  ▫ Emotional level
  ▫ Physical development level
  ▫ ESL/ELL
  ▫ Student life experiences (e.g., foreign/foster/migrant/mobility/military)
  ▫ Gender issues

• Family
  ▫ Economics of household
  ▫ Free and reduced lunch
  ▫ Level of education of parents
  ▫ Structure (e.g., two parents/single parent/grandparents/foster/migrant/siblings/lifestyles)

• Cultural mindset (e.g., Ruby Payne—Understanding Poverty [poverty/middle class/wealthy])

• Level of technology (e.g., understanding, use and access to computers, internet, emails)

• Ethnicity and languages spoken/written in the home

b. Goals/Connections (G/C):

♦ Determine a pretest/diagnostic tool.

♦ Develop specific goals for each lesson (in the unit); know specific connection to student needs.
♦ Explain why the lesson activity was a need for that student/group of students (rationale).

♦ Provide examples of what and how lessons/activities were planned based upon student strengths, weaknesses, and interests.

♦ Explain how you determined student strengths and weaknesses.

♦ Tell what students did.

♦ Explain how the lesson met the goals (overall and individual).

♦ Explain why lessons were sequenced in a specific way; connect this to student needs and instructional goals.

♦ Refer to goals of your own school improvement plan and pre-determined goals, as well as your own particular goals.

♦ Use student evaluations from previous classes to determine changes that need to be made in your classroom or items you need to retain.

♦ Encourage students to participate in goal setting; include students’ areas of concern.

♦ Include modifications made in instruction to better address goals/needs of students.

**c. Analysis of Student Responses (ANA)**

♦ Essential concepts: the “so what?” factor; what the assessor is going to see and what it means; explain—DON'T DESCRIBE!

♦ Commentary should so clearly explain the evidence that there are no surprises for the reader.

♦ Explain whether students achieved or did not achieve the goals you set.

♦ Cite the specific evidence that indicates goals were met.

♦ Indicate lessons learned when goals were not met; suggest remedial measures.

♦ Cite modifications you made in the midst of the lesson.

♦ Cite evidence using content and details from student responses for making conclusions and for making modifications (rationale for judgments and change).

♦ Remember to avoid descriptions and concentrate on explanations.

♦ Tie your analysis to your understanding of the students, the environment, and the goals you have set or need to set for the future.

♦ Explain your input/comments; explain why you’re silent or fail to respond or offer comments, if that's the case.
♦ Explain how your actions enhanced learning.
♦ Explain everything you did or did not do.
♦ Accentuate the positive aspects, but don’t neglect to notice and address the negative ones.
♦ Discuss how prior discussions and use of various terms you’ve covered previously are cropping up in their responses.
♦ Discuss victories students have achieved that might not be apparent.
♦ Use opportunities to illustrate your knowledge of your content area.
♦ Be certain to use the vocabulary and terms indicated in the NBPTS standards.

d. Reading Process (RP)
♦ Select the students whose work you’ll showcase carefully—both of them should not be your highest achieving ones.
♦ Indicate the opportunities for student input as you discuss the choice of texts.
♦ Illustrate the ways you encourage independent thinking and provide a supportive atmosphere for active sharing of interpretations of text.
♦ Illustrate your understanding of students’ interests and reading levels.
♦ Offer examples of various uses of non-print media in your classroom besides the example you need to discuss for this entry. In other words, make it clear this assignment is not an unusual practice in your class.
♦ Select examples of student work that clearly illustrate the variety of genres you cover in your classroom.
♦ Select goals that are individualized, as well as those you have designed for the entire class.
♦ Use this opportunity to illustrate your interest in cross-curricular activities to engage your students (history, drama, art).
♦ Highlight successes of student and address the problems s/he is encountering.
♦ Make sure your comments on the student papers are easily read and understood; it’s an opportunity to make your point and not use the limited space you have for explanation in your commentary.
♦ Be certain your rubric clearly addresses the goals you outlined for the project.
♦ Indicate how the particular student you’re showcasing might have differed in his/her interpretation with other members of the class, or with your own interpretation, yet show how you encouraged free thinking (or outside the box thinking).
• Employ literary terms and point out students’ understanding of them when used in their writing or products.

• Discuss the difficulty or simplicity of the texts used and how they are appropriate for the particular student or class.

**e. Writing Process (WP)**

• Explain how the assignments you’re highlighting help facilitate teaching the writing process in a way that meets individual needs.

• Though you may not showcase all the varied assignments, you can refer to previous assignments and strengths or weaknesses the individual students demonstrated on those assignments. (Strengths or weaknesses that were instrumental in prompting the assignment you’re submitting for analysis.)

• Use handwritten notes on the student papers as they’re corrected to save space in the commentary.

• Use instructions and peer editing sheets and rubrics to further illustrate goals for the students, in order to save commentary space.

• Highlight strengths and discuss remediation exercises for weaknesses in the writing.

• Be certain to use terminology associated with the writing process and language of the standards in remarks and explanations.

• Demonstrate efforts you’ve made to determine previous problems and illustrate your knowledge of previous writing experiences for your students. (Examine writing samples from previous years; peruse students’ portfolios if they are maintained from year to year in your school.)

• Consider discussion of journal writings or free-writing exercises to discuss importance of audience and its influence on student writing.

• Discuss use of graphic organizers and prewriting exercises, including them in your student samples, when possible.

• Consider each of the areas covered in the rubric and illustrate the methods you’ve used for addressing each of them.

• Refer to efforts made to increase or expand vocabulary, and/or to improve grammar, to vary sentence structure.

• Recreate key elements of conversations with students concerning their writing.

**f. Assessment (ASMT)**

• The word “evidence” refers to materials sent with portfolio to verify commentary. The word “tools” refers to materials, approaches, strategies used to demonstrate performance.
♦ Change all questions to statements/commands.
♦ Give evidence the assessment measured what you needed it to measure.
♦ Identify which part of the assessment measured which goal/s.
♦ Be specific; avoid vagueness or generalities.
♦ Illustrate the variety of rubrics and measuring devices used to accommodate the varied needs and strengths of students (performance-based).
♦ Discuss discrepancies or commonalities in oral discussions as they relate to written responses.
♦ Provide valid evidence.
♦ Illustrate use of many writing experiences: narrative, persuasive, interpretive, analysis, comparison/contrast, etc.

♦ Individualize assessments.
   • Options to paper and pencil
   • Evidence based on student abilities
   • Students have different goals (IEP)
   • Differentiated instruction
   • Evidence of student growth

♦ Clarify modifications and/or accommodations and why.

♦ Explain future instruction.
   • How has student growth or lack of growth modified future instruction?
   • Reflect effectiveness of instruction.
   • Identify if you need to change the instructional method, the materials, the environment, or the instructor.

♦ Assessment tools (may or may not be submitted with a portfolio entry) could include:
   • Concrete—a physical product
   • Data
   • Portfolio
   • Student developed
   • Videos
   • Measurable
   • Observable
   • Quantifiable
   • Tape recordings
♦ Student growth should be tied to goal(s).
  • Identify specific references to student growth as cited in the evidence.
  • Explain how student(s) demonstrated higher level thinking skills (problem solving, critical thinking skills, etc.).

♦ Reflect student ability to generalize to different environments (learning transfer).
  • Community-based assessment
  • Exhibit skill throughout the school, at home
  • Include information from parents
  • Report from other staff (SLP, para-educator, etc.)
  • Different conceptual contexts
  • Application of newly acquired knowledge to different situations

♦ Show need for further instruction.

♦ Discuss pre- and post-testing.

♦ Provide immediate feedback to student. (Include student conferences.)

♦ Show relevance to student. (Discuss student input and student-designed assignments or rubrics.)

♦ Use formative and summative assessments.

♦ Be aware of native language or preferred method of communication (e.g., Braille, written, typed, verbal).

♦ Is assessment process/environment safe, inviting, and familiar?

♦ Illustrate how assessment identifies the student’s strengths, interests, preferences and needs.

♦ Again, use opportunities to discuss particular KOS (Knowledge of Students) when accommodating or allowing students to revise or rewrite.

♦ Consider video taping of class discussions and oral presentations so students can self-assess.

♦ Grade oral discussions rather than using only written tests.

g. Planning (P)

♦ Relate everything you plan to “the big picture” (your overall goals and objectives for your students).

♦ Consider learning objectives.

♦ Include information that indicates your KOS.
Strive for creativity and variety; consult with co-workers, visit teacher-oriented websites.

Review standards and align activities with those that accomplish only the goals appropriate for your class.

Vary individual activities with collaborative efforts and cooperative learning.

Include references to those activities that are predetermined by the school board or school administration, especially if they do not align with your own goals.

Consider student-initiated projects: job fairs, videotapes of students, audio, demonstrations by students, student hallway displays.

Include activities such as the following: role playing, demonstrations, discussions, in-class writing and salon discussions, cooperative learning, collaborative writing, reciprocal reading, graphic organizers, web resources (pre- and post-tests already developed), practice SAT and ACT tests, student-written tests.

Include ideas and joint projects that incorporate other disciplines.

Check on availability of resources early in the semester to improve options (consider Arts/Partners, field trips, outside speakers, drama presentations or productions—those non-print resources that are essential).

Assign writing sample early in the semester to better assess students’ strengths and weaknesses. (Take reading survey and include oral readings also.)

Review evaluations from previous students to determine what worked and what those students found helpful as you plan for current students.

Remember to allow for scheduling problems, especially as they pertain to technology.

h. Instructional Resources (IR)

Make determinations according to rationale, currency, relevance, affordability, availability, safety, student interest, and reliability.

Always have an alternate plan.

Tie every activity to the goals you have set and the standards for NBPTS.

Consider the learning objectives, KOS, and keep in mind "the big picture."

Possible resources include the following items: texts, trade/library books, videos, Internet, websites, other teachers (all disciplines) CDRom, Curriculum resources and ancillary items, library and research instruction, journals with particular prompts to gain KOS and estimate student needs, outside speakers, other institutions in town, university/museum, para-educators, student teachers, parents with particular gifts or vocations, class web pages,
Blackboard activities, T.V. programs, adaptations of novels, newspapers, periodicals, e-mail, Arts/Partners or other community programs and assets (songwriters, actors, artists of all types), Professional Learning Communities, web quests, computer games. Educational videos/popular film/video, outside experts.

♦ In order to engage students and enlist their interest and “buy-in,” consider activities that normally appeal to them: those related to current events, music, fashion, movies; those that engage the multiple intelligences; suggestions from brain research; personal interests (those gleaned from your student information sheets); those chosen by students; those that appeal to a variety of levels; hands-on activities; activities that are related to real life.

♦ Measure engagement by non-verbal indicators as well as verbal ones.

♦ Give close consideration to classroom environment; make it warm and inviting.

♦ Consider the arrangement of seating and re-arrange when needed.

♦ Model the behavior you expect: respect, greeting students warmly, learning names quickly, welcoming attitude, non-threatening demeanor.

♦ Allow students freedom to work together when possible.

♦ Know the target or purpose for the activity.

♦ Always be aware of safety issues.

♦ Design the layout of the room for effective traffic flow.

♦ Be sure students feel emotionally safe.

♦ Foster a cooperative/collaborative atmosphere.

♦ Consider strategies for grouping students.

♦ Plan for essential materials/equipment to facilitate learning.

♦ Organize room for content area.

♦ Make appropriate accommodations.

♦ Model respect for diversity.

♦ Incorporate fairness, access, and equity.
  - Fairness—students get what they need for success
  - Access—students have equal opportunities in learning experiences
  - Equity—leveling the playing field

i. Reflection (R)

♦ Identify and provide evidence from the student work/growth that dictates the next step(s) in this instructional sequence.
♦ Discuss how you will reteach specific information.
♦ Describe extension activities based on student interests/needs.
♦ Fill in gaps/provide clarification of concepts.
♦ Show how you will modify pacing (accelerate or slow down instruction).
♦ Identify possible alternative approaches that could impact student learning of this particular group of students.

♦ Strategies/alternative approaches could include:
  • Comparing/contrasting
  • Peer editing
  • Graphic organizers
  • Collaborative/cooperative learning
  • Differentiated instruction
  • Hands-on
  • Incorporation of technology

♦ JUSTIFY THE REASONS FOR THE USE OF THE IDENTIFIED STRATEGIES.

♦ Reflect on your teaching practice; identify the strengths and stretches that did/did not impact students learning throughout the instructional sequence.
  • Point to specific parts that were successful/impacting AND explain why.
  • Point out specific parts that were not as successful/impacting as hoped or anticipated AND explain why.
  • Factors could include:
    ▫ activities
    ▫ questions
    ▫ sequence of activities/assignments/instruction
    ▫ resources used or not used

♦ Identify adaptations/modifications made along the way or possible adaptations/modifications that could be made and state why they are/would be appropriate.

♦ Cite specific student feedback used to influence instruction.

♦ Explain how you could move this lesson from good to great.

♦ Identify what you learned (good and/or bad) from this lesson that can be transferred to future lessons.

♦ Identify peak moments in this instructional sequence that raised your own
personal definition of quality instruction.

♦ Continually refer back to the standards, your own goals, and your KOS as you reflect on your successes or needs for modifications.

♦ Take into consideration the variety of genres of literature and the varied reading levels of students as you reflect upon your teaching and the students’ progress.

♦ Avoid description. Stay focused on what happened, why it happened, how you will continue or adapt to gain better results.
Entry 2: Instructional Analysis: Whole Class Discussion

a. Knowledge of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1.

b. Goals/Connections/Rationale (G/C/R):
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Explain why the whole group discussion was a need for that student/group of students (rationale).
   ♦ Examples of how discussion was planned based upon student strengths, weaknesses, and interests.
   ♦ Be sure to carefully monitor all student behavior—even those not speaking or not engaged. Then discuss how to remedy their lack of participation or explain why on this particular day they were not engaged.
   ♦ Discuss evidences you find of students utilizing prior knowledge.
   ♦ Discuss specific victories you see in the video.
   ♦ Try to make the video a “normal” part of the equipment in the room so students are not intimidated or prone to “perform” for the camera.
   ♦ Expect the worst that can happen to happen and be prepared to adapt.
   ♦ Be careful to include the vocabulary and terminology you expect the students to know as you respond.

c. Instructional Sequence (IS)
   ♦ Keep explanation bare and brief.
   ♦ Make references to specific needs of students and why this particular discussion was important to assess student progress or to enhance it.
   ♦ Indicate preparation for this discussion and use opportunities to highlight successes that are not evident in the video. (That quiet student who never spoke previously, etc.)
   ♦ Indicate departures from your initial plan, if these occur.

d. Integration Across ELA Strands (INT)
   ♦ Describe how the discussion will aid in eventual writing or further reading assignments.
   ♦ Point out use of literary terms or other vocabulary students are beginning to “own.”
   ♦ Watch for opportunities to point out students who are becoming better listeners and attending to their peers, relating to particular ideas they’re hearing.
♦ Illustrate how articulation of concepts indicates higher-level thinking skills.

♦ Indicate how preparation facilitated the discussion and indicate what those preparations entailed.

♦ Discuss how you’ve prepared students to acknowledge one another’s comments and to listen carefully.

♦ Explain how you hold students accountable for information they glean from these discussions.

e. ANALYSIS (ANA)

♦ Refer to suggestions provided in Entry 1.

♦ Have a colleague view the video and add what he/she sees that you may have missed.

♦ Explain/address those students who do not participate or who seem to be disconnected from the class; reflect on what you could have done differently to include or engage them.

♦ Cite the verbal and nonverbal communications, but explain and don’t just describe them; address feedback between teacher-to-student, student-to-student, and student-to-teacher.

♦ Pay attention to the content and details in the conversation.

♦ Do not simply ignore those who act out or misbehave, indicate your reasons for addressing them as you have.

♦ Bring into your explanation individual idiosyncrasies you have observed about particular students, if those idiosyncrasies are apparent.

f. Learning Environment (LE)

♦ Explain how you use various methods to encourage varied personalities in the classroom.

♦ Indicate how previous small group discussions have contributed to comfort in a larger setting.

♦ Indicate steps you’ve taken to “level the playing field.”

♦ Avoid making comments that seem to be value judgments.

♦ Concentrate on specifically indicating what was helpful about student comments.

♦ For the more reticent speakers, compliment their attentiveness and encouraging non-verbal signals to those who are speaking.

♦ Ask questions that stimulate discussion and can’t be answered with yes or no or one-word responses.
♦ Conduct this lesson in a format familiar and often-used in your classroom when you’re not filming.

g. Instructional Resources (IR)
♦ Refer to suggestions provided in Entry 1.

h. Content Knowledge (CK)
♦ Be thoroughly familiar with the information you expect students to discuss. (If it’s a piece of literature, carefully review criticisms and supplementary materials.)
♦ Review any technical or archaic terms that may need explanation or be difficult for students.
♦ Be alert for opportunities to tie new ideas to former teaching and experiences of the students.
♦ Illustrate KOS by tying comments into their particular interests and activities.
♦ Pounce on opportunities to compliment use of literary terms and recently acquired vocabulary when used by the students; use the terms whenever possible in your own comments and responses.

i. Reflection (R)
♦ Refer to suggestions provided in Entry 1.
Entry 3: Instructional Analysis: Small Groups

a. Knowledge of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1.

b. Goals/Connections (G/C):
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Explain why the small group discussion was a need for that student/group of students (rationale).
   ♦ Relate determinations regarding grouping to your goals for each student.

c. Instructional Sequence (IS)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ Explain how this will aid in future assignments and how previous assignments contributed to the success of this one.
   ♦ If a written assignment will follow, explain how this discussion will aid students in that endeavor.

d. Integration (INT)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ Point out use of literary terms or other vocabulary that students are beginning to use.

e. Analysis (ANA)
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Explain everything you did or did not do—especially how groupings were made.

f. Learning Environment (LE)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ If students do not seem to be staying on task, remind them you will hold them accountable for the information they need to be gathering.
   ♦ Emphasize the need for all to contribute to the good of the group.

g. Instructional Resources (IR)
   ♦ Refer to suggestions provided in Entry 1.

h. Content Knowledge (CK)
   ♦ Refer to suggestions provided in Entry 2.
Try to avoid asking the same questions over and over to every group; clearly show respect for the diverse interests and skill levels.

i. Reflection (R)

Refer to suggestions provided in Entry 1.
Entry 1:
Analysis of Student Growth in Reading and Writing

Entry 2:
Instructional Analysis: Whole Class Discussion

Entry 3:
Instructional Analysis: Small Groups

Contributor:
Roger Caswell
Entry 1: Analysis of Student Growth in Reading and Writing

a. Knowledge Of Students (KOS)

♦ Use the following sources: QPA Building Profile, building secretary, district office, district publicity information (pamphlets, web sites), other educational professionals, IEPs, parents.

♦ Poll and survey students on non-confidential issues: pre- and post-surveys, interest surveys, learning styles, personalities, color theories, etc.

♦ Perform an internet search on the city you teach for community data.

♦ Each section below will affect what and how you teach your specific students. Select only the areas below that are specific to your setting and necessary to demonstrate student impact for the lesson explained in the selected portfolio. Much of this information could be included in the contextual information:

• Gender and age (physical and psychological age (e.g., 8-year-old thinks s/he is 16)

• Academic ranges (strengths and weaknesses; honors, advanced placement prerequisites; reading level/math level/writing level; comfort within each, proficiency within each)

• Special needs (medications; 504 – IEP; para support; emotional level; physical development level; ESL/ELL; student life experiences, e.g., foreign/foster/migrant/ mobility/military; gender issues)

• Student Interests (art/sports/games/stories/etc.)

• Family (economics of household; free and reduced lunch; level of education of parents; structure, e.g., two parents/single parent/ grandparents/foster/migrant/ lifestyles; cultural mindset, e.g., Ruby Payne – Understanding Poverty [poverty/middle class/wealthy]; level of technology, e.g., understanding, use and access to computers, internet, e-mails)

• Ethnicity (languages spoken/written in the home)

• Cultural issues (religion; holidays; observances)

• Community (urban/rural/suburban/exurban; employment opportunities, e.g., school district largest employer, factories, self-employed farmers)

• Geographical (environmental influences)

• Cultural life experiences (e.g., gang-related environment, extended families for generations, level of diversity, access to museums and other institutions)
b. Goals/Connections (G/C)

♦ Determine a pretest/diagnostic tool. (Explain how you determined student strengths and weaknesses.)

♦ Develop specific goals for each lesson that supplement the overall goals in the unit.

♦ Know a specific connection to student needs.

♦ Explain why the lesson/activity was a need for that student/group of students (rationale).

♦ Label goals (G1, G2, etc.) throughout commentary.

c. Analysis Of Student Responses (ANA)

♦ Remember the “so what?” factor.

♦ Identify what the assessor is going to see and what it means.

♦ After the commentary is read, when looking at the evidence, make sure there are no surprises. (It means what you said it means.)

♦ Did the student(s) achieve the goal(s)? If yes, cite specific evidence that proves it. If no, cite evidence that leads us to decide what needs to be worked on.

♦ Cite any modifications made during the sequence.

♦ Cite evidence using content and details from student responses for making the modifications (rationale for change).

♦ Tie to other standards (KOS, environment, goals/connections).

♦ Explain your feedback.

♦ Explain how learning was enhanced by your actions.

d. Reading Process (RP)

♦ Presentation of two selected texts must be different: one print and one non-print. Cannot use same text presented in different medium.

♦ Focus on student’s analysis of text, not the text. Comment on how the student reads, critically thinks, and interprets.

♦ Student response to text must be varied. Each student must have one response in a non-print medium.

♦ The two students will have different needs and different goals. Demonstrate you KOS and command of content pedagogy by making them appropriate for each student.

♦ Meaningful, timely feedback is crucial.
e. Writing Process (WP)

♦ Select student writing samples to demonstrate your knowledge of the writing process.

♦ The two students will have different needs and different goals. Demonstrate you KOS and command of content pedagogy by making them appropriate for each student.

♦ Demonstrate strategies linked to each student’s needs.

♦ Meaningful, timely feedback is crucial.

g. Planning (P)

♦ Provide examples of what and how lessons/activities were planned based upon student strengths, weaknesses, and interests.

♦ Tell what students did. (Explain how the lesson met the goals—overall and individual.)

♦ Explain why lessons were sequenced in a specific way.
♦ Connect sequence to student needs and instructional goals.

h. Instructional Resources (IR)

♦ Make current, relevant and age appropriate.

♦ Cite other decisions on resources (rationale; affordability; availability; safety; student interest; test in advance/reliability; alternate plan).

♦ Examples that you might use: texts; trade/library books; videos; Internet, websites, and class web pages; CD Rom; curriculum resources; library and research instruction; journals with particular prompts to gain KOS and estimate student needs; graphic organizers; other teachers, outside speakers, para-educators, student teachers, and parents with particular gifts or vocations; other institutions in town and university/museum; Blackboard activities, T.V. programs, adaptations of novels; newspapers and periodicals; e-mail, Arts/Partners or other community programs and assets (songwriters, actors, artists of all types); professional learning communities.

♦ Possible activities: role playing; demonstrations, discussions, in-class writing; cooperative learning; collaborative writing and reciprocal reading.

j. Reflection (R)

♦ Identify and provide evidence from the student work/growth that dictates the next step(s) in this instructional sequence (reteach specific information; extension activity based on student interests/needs; fill in gaps/provide clarification of concepts; modify pacing).

♦ Identify possible alternative approaches that could impact student learning.

♦ Justify the reasons for the use of the identified strategies (comparing/contrasting; peer editing; graphic organizers; collaborative/cooperative learning; differentiated instruction; hands-on; incorporation of technology).

♦ Identify areas that did and did not impact students learning throughout the instructional sequence (point to specific parts that were successful/impact AND explain why; point out specific parts that were not as successful as hoped or anticipated AND explain why; factors could include activities, questions, sequence of activities/assignments/instruction, resources used or not used).

♦ Identify adaptations/modifications made along the way or possible adaptations/modifications that could be made and state why they are/would be appropriate.

♦ Cite specific student feedback used to influence instruction.

♦ Explain how you could move this lesson from good to great.

♦ Identify what you learned (good and/or bad) from this lesson that can be transferred to future lessons.

♦ Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
Entry 2: Instructional Analysis: Whole Class Discussion

a. Knowledge Of Students (KOS)
- Refer to suggestions provided in Entry 1.
- Explain how knowledge of your students influences what is viewed on the video.

b. Goals/Connections/Rationale (G/C/R)
- Refer to suggestions provided in Entry 1.
- Defend the reason for using whole class discussion as the strategy to increase student learning of the selected goals.

c. Instructional Sequence (IS)
- Explain the role of whole class discussion within your class.
- Identify the procedures and strategies before and after the whole class discussion.
- How and when are discussion techniques presented to the class?
- Identify how you facilitate, not lead, whole class discussion.

d. Integration Across ELA Strands (INT)
- Explain how reading/writing/listening/speaking/viewing prepare for whole class discussion.
- Discussion can cross disciplines.

e. Analysis (ANA)
- Refer to suggestions provided in Entry 1.
- Explain your input/comments, or silence/lack of comments and rationale. Why did you say this? Why did you not say anything?
- Explain everything you did or did not do.
- What about the student who choose not to participate?
- Identify positive aspects.
- Cite the verbal and nonverbal engagement and communication (feedback between teacher-to-student, student-to-student, student-to-teacher).
- Pay attention to the content and details in the conversation.

f. Learning Environment (LE)
- Demonstrate fairness, access, and equity. (Look at the three terms as one category and not three entities.) Fairness—students get what they need for
success. Access—students have equal opportunities in learning experiences. Equity—leveling the playing field.

♦ Physically create a circle so students have eye-to-eye contact; tighter the circle (environment) typically leads to better discussion (engagement).

♦ Explain the purpose for your environment (respect; interaction between students—freedom to work together; students know target of learning (purpose); non-threatening; freedom (comfortable) to ask questions; students feel emotionally safe; cooperative/collaborative atmosphere; essential materials/equipment to facilitate learning)

♦ Demonstrate how you create student engagement (current events; trends; literature; movies; multiple intelligences; brain research; cooperative learning; personal interests; individual choice; variety of levels; application to real-life; scope & sequence; engagement/participation is evident by verbal and non-verbal contributions; attentiveness)

**g. Instructional Resources (IR)**

♦ Refer to suggestions provided in Entry 1.

**h. Content Knowledge (CK)**

♦ Explain why the selected material is age and developmentally appropriate.

♦ Explain why a variety of teaching methods (along with whole class discussion) increase student learning.

♦ Identify the effectiveness and quality of your teaching.

♦ Demonstrate your use of open-ended questions and listening to promote student learning.

♦ Provide connection to other disciplines to show relevancy, increase student interest, and demonstrate your ability to think and plan on a broader level.

**i. Reflection (R)**

♦ Refer to suggestions provided in Entry 1.
Entry 3

a. Knowledge Of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.

b. Goals/Connections/Rationale (G/C)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Defend the reason for using small groups as the best strategy to increase student learning of the selected goals.

c. Instructional Sequence (IS)
   ♦ Explain the role of small groups within your class.
   ♦ Identify the procedures and strategies before and after small group instruction.
   ♦ How and when are small group techniques presented to the class?
   ♦ Identify how you facilitate, not lead, small group activities.

d. Integration Across ELA Strands (INT)
   ♦ Explain how reading/writing/listening/speaking/viewing are accomplished in small group instruction.
   ♦ Include other discipline areas.

e. Analysis (ANA)
   ♦ Refer to suggestions provided in Entry 1.

f. Learning Environment (LE)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ Explain procedure for grouping students (ability, interest, personality, etc.).

g. Instructional Resources (IR)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Explain how the use of technology was an effective tool to impact student learning.

h. Content Knowledge (CK)
   ♦ Refer to suggestions provided in Entry 2. (Change reference to small group instead of whole class discussion).

i. Reflection (R)
   ♦ Refer to suggestions provided in Entry 1.
Entry 1:
Instructional Collaboration

Entry 2:
Fostering an Appreciation of Literature

Entry 3:
Integration of Instructional Technologies

Contributor:
Linda Olson
Entry 1: Instructional Collaboration

You want to find a unit that fits the criteria and a teacher you feel comfortable working with for at least a three-week unit. From the writing, you must show your instruction and assessments impacted student learning.

a. Knowledge Of Students (KOS)

♦ Ways to find the information: QPA Building Profile, building secretary, district office, district publicity information (pamphlets, web sites), other educational professionals, IEPs, parents.

♦ Ways to connect objective with the class of students: Pre- and post-surveys, interest surveys, learning styles, personalities, color theories, etc.

♦ Some of this information will be included in the contextual information, especially the community information. Concentrate on putting district and community information in contextual information.

♦ Need to show knowledge of learning styles of PreK to 12th grade, but you can use one class—not all the grades for the entry.

♦ General information to include: Describe your school.
  • Gender and age of classroom, not school
  • Community—put this information in the contextual information except if it relates to the objectives/goals
    ◦ Urban/rural/suburban/exurban
    ◦ Employment opportunities (e.g., school district largest employer, factories, self-employed farmers)
    ◦ Geographical (e.g., environmental influences: ocean, mountain, prairie)
    ◦ Cultural life experiences (e.g., gang-related environment, extended families for generations, level of diversity, access to museums and other institutions)
  • Academic ranges
    ◦ Level of students, multiple intelligences
    ◦ Strengths and weaknesses; honors, advanced placement, prerequisites; reading level/math level/writing level (e.g., comfort within each, proficiency within each)
  • Student interests
    ◦ Art/sports/games/stories/etc.
  • Special needs
    ◦ Medications, 504 – IEP, para support, emotional level, physical development level, ESL/ELL
• Student life experiences (e.g., foreign/foster/migrant/mobility/military)

• Family
  ◦ Economics of household, free and reduced lunch, level of education of parents, structure (e.g., two parents/single parent/grandparents/foster/migrant/siblings/lifestyles), cultural mindset (e.g., Ruby Payne—Understanding Poverty (poverty/middle class/wealthy), understanding technology (use and access to computers, internet, e-mails), ethnicity (languages spoken/written in the home)

• Cultural issues – religion/holidays/observances

b. Goals/Connections (G/C)
  ♦ Tie the Library Media Standards and Content Area Standards together (show a connection).
  ♦ Determine a pretest/diagnostic tool. Why are you teaching this? Adjust instruction because of this.
  ♦ Develop specific goals for each lesson (in the unit); know specific connection to student needs.
  ♦ Explain why the lesson activity was a need for that student/group of students (rationale).
  ♦ Provide examples of what and how lessons/activities were planned based upon student readiness.
  ♦ Make a T-chart to show goals and why they are appropriate.
  ♦ Use any help from paraprofessionals for certain groups.
  ♦ Think of all different kinds of learning styles.

c. Collaboration (COL)
  ♦ Make a chart with your responsibilities, collaborating teacher, and anyone else assisting students in the unit (paraprofessionals, special ed., music, PE, etc.).
  ♦ List areas of specialties and strengths of each person.
  ♦ Include how you planned, instructed, assessed, and evaluated.

d. Instruction (INS)
  ♦ Strive for performance-based.
    • Authentic projects (can be paper/pencil or not)
    • Student-initiated projects: job fairs, video tapes of students, audio, demonstrations by students, student hallway displays
    • Activities: role playing, demonstrations, discussions, in-class writing and salon discussions, cooperative learning, collaborative writing and reciprocal reading, graphic organizers, web resources (pre- and post-tests
already developed), practice SAT and ACT tests, student-written tests, cookbook and student-designed experiments

• Constructed response
  □ Narrative, persuasive, interpretive, analysis, comparison/contrast

♦ Show the instructional sequence.

♦ Don’t tell every step of the unit; you can do that in the Documentation of Collaboration.

♦ Explain why lessons were sequenced in a specific way; connect this to student needs and instructional goals.

♦ Connect instruction to pretest or why you are teaching the content.

♦ Assessment drives instruction. (Show the connection.)

♦ Unit must last at least 3 weeks.

♦ Include challenges you faced in the unit (e.g., finding appropriate research information for all levels, new students not knowing how to access information, schema).

♦ Explain special accommodations for students with special needs (e.g., provided text for their reading level).

♦ During instruction think of all learning styles.

e. Knowledge of Library and Information Studies (KLIS)

♦ Demonstrate how your collection development supports curriculum (e.g., ordering something to support the curriculum).

♦ Use library media standards and objectives in the unit.

♦ Provide knowledge of the collection. Show in the unit the students know how to access information from the collection.

♦ Tie copyright, reliability of the internet, web searching, and information access into the unit.

f. Analysis/Assessment (ANA/ASMT)

♦ Things to look at:
  • Did the student(s) achieve the goal(s)?
  • If yes, cite specific evidence that proves it.
  • If no, cite evidence that leads us to decide what needs to be worked on.
    □ Cite any modifications made during the sequence.
    □ Cite evidence using content and details from student responses for
making the modifications (rationale for change). Why?
  ◦ Tie to other aspects (KOS, environment, goals/connections).

♦ Consider essential concepts.
  • Remember the “so what?” factor.
  • Identify what the assessor is going to see and what it means.
  • Explain, don’t describe, what it is the assessor is seeing.

♦ After the commentary is read, when looking at the evidence, there are no surprises. It means what you said it means.

♦ The word “evidence” refers to materials sent with portfolio to verify commentary. The word “tools” refers to materials, approaches, strategies used to demonstrate performance.

♦ Use research to document your findings.
  • Relevant and specific
    ◦ Evidence that assessment measured what you needed it to measure
    ◦ Identify which part(s) of the assessment measured which goal(s)
  • Individualized
    ◦ Multiple intelligences, evidence based on student abilities (changes you made because of the evidence), students have different goals (IEP), differentiated instruction, evidence of student growth
  • Assessment tools could include a physical product, data, portfolio, student-developed, videos, tape recordings, etc.

♦ Student growth should be tied to goal(s) and refer to Knowledge of Student section to measure student growth.
  • Identify specific references to student growth as cited in the evidence.
  • Explain how student(s) demonstrated higher level thinking skills (problem solving, critical thinking skills, etc.).

♦ Reflect student ability to generalize to different environments (learning transfer).
  • Community-based assessment
  • Exhibit skill throughout the school and at home.
  • Include information from parents.
  • Report from other staff (SLP, Para-educator, etc.).
  • Differentiate conceptual contexts.
- Application of newly acquired knowledge to different situations (intra-inter-disciplinary)

- Show need for further instruction.
- Explain data from post-assessment. (Discuss what you observed from the pre to post assessment.)
- Provide immediate feedback to student.
- Be aware of native language or preferred method of communication (e.g., Braille, written, typed, verbal).
- Is assessment process/environment safe, inviting, non-threatening, and familiar?
- Does assessment identify the student’s strengths, interests, preferences, and needs?
- How was learning enhanced by your actions?
- Cite the verbal and nonverbal engagement and communication; focus on the interactions of the student discussion (student-to-student).
- Analyze the content and details in the conversation.

### g. Instructional Resources (IR)

- Important to remember that whatever you are using is current and relevant to your students.
- Resources should not be “add on” or extraneous, e.g., texts, trade/library books, videos, Internet, websites, other teachers (all disciplines), CDRom, curriculum resources and ancillary items, library and research instruction, journals with particular prompts to gain KOS and estimate student needs, outside speakers, other institutions in town, university/museum, para-educators, student teachers, parents with particular gifts or vocations, class web pages, Blackboard activities, T.V. programs, adaptations of novels, newspapers, periodicals, e-mail, Arts/Partners or other community programs and assets (songwriters, actors, artists of all types), professional learning communities, web quests, computer games, educational videos/popular film/video.
- Relate anything you choose to the “big idea.”
- Assessment resources can be varied (clickers, demonstrations, written assessments, formative and summative resources, rubrics, both teacher and student-designed, peer observations, projects).
- Use technology as a learning resource (clickers, SmartBoard, Schoolpad, web pages, simulations, Java applets, science data collection & analysis, measuring instruments, K’Nex, Legos, calculators, overhead).
- Technological shortfalls can be discussed in contextual information.
♦ Class equipment includes toys, models, data collection sensors and such, video analysis, digital photography, etc.

♦ Consider learning objectives.

h. Reflection (R)

♦ Look at your evidence/data. What does it tell you?

♦ Identify and provide evidence from the student work/growth that dictates the next step(s) in this instructional sequence.
  • Reteach specific information
  • Extension activity based on student interests/needs
  • Fill in gaps, provide clarification of concepts
  • Modify pacing—accelerate or slow down instruction

♦ Identify possible alternative approaches that could impact student learning of this particular group of students.

♦ Strategies/alternative approaches could include:
  • comparing/contrasting, peer editing, graphic organizers, collaborative/cooperative learning, differentiated instruction, hands-on, incorporation of technology

♦ JUSTIFY THE REASONS FOR THE USE OF THE IDENTIFIED STRATEGIES!

♦ Reflect on your teaching practice; identify the strengths and stretches that did/did not impact students learning throughout the instructional sequence.
  • Point to specific parts that were successful/impacting AND explain why.
  • Point out specific parts that were not as successful/impacting as hoped or anticipated AND explain why. (Don’t be afraid to be honest.)
  • Factors could include:
    ◦ activities, questions, sequence of activities/assignments/instruction, resources used or not used

♦ Identify adaptations/modifications made along the way or possible adaptations/modifications that could be made and state why they are/would be appropriate.

♦ Cite specific student feedback used to influence instruction (e.g., When was a time you positively affected your students with feedback?).

♦ Explain how you could move this lesson from good to great.

♦ Identify what you learned (good and/or bad) from this lesson that can be transferred to future lessons.
♦ For future instruction, consider:
  • How has student growth or lack of modified future instruction?
  • Reflect effectiveness of instruction.
  • Identify if you need to change the instructional method, the materials, the environment, or the instructor.

♦ Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
**Entry 2: Fostering an Appreciation of Literature**

You want to find a unit you use to encourage integration of literature in a content area, reinforce critical thinking, and provide equitable access for all learners as developing readers.

**a. Knowledge Of Students (KOS)**

- Refer to suggestions provided in Entry 1.

**b. Learning Environment (LE)**

- Use examples from the video (e.g., point out features that encourage active student engagement that support the curriculum).
- Discuss how you make the media center inviting to the students (e.g., hours you are open, scheduling—flexible, integrated, or scheduled classes).
- Provide orientation classes at the beginning of the year.
- Explain access to books.
- Describe your belief about the library and checkout of books.
- Discuss the layout of your library (e.g., plants, areas, reading area, pleasing to the eyes).
- Make it engaging.

**c. Fairness, Equity, Access (FEA)**

- Fairness means students get what they need.
- Access means students have equal opportunities in learning experiences.
- Equity means leveling the playing field.
- Tell what you did to make it fair and equitable for each student, or if not, why or why not? (E.g., the unit was fair to the student because they got to vote on which book they would like to read for the project. It was equitable because we found the right reading level for all the students or found help for them.)
- Tell how you made it accessible for each student. (E.g., I found a way for each student to have a copy of the book they needed for the project.)
- Collection needs to match the curriculum and student interest.

**d. Goals/Connections (G/C)**

- Refer to suggestions provided in Entry 1.
- Use library media standards that connect literature to a content area.
- Goal should promote critical thinking (e.g., using the book, *Strategies that Work*, we developed a questioning unit to fit into our literature unit).
- Use research (e.g., *Mosaic of Thought* by Keene) to support your goals.
e. Instruction/Interactions (INS/I)

♦ Refer to suggestions provided in Entry 1.

♦ Unit must foster an appreciation of literature and higher level thinking skills (e.g., use Bloom’s Taxonomy or critical thinking).

♦ Briefly describe each task in the instructional sequence, but don’t tell every step of the unit.

♦ Student-to-student interaction is so important during discussion. (Practice with your students.) While watching the video, watch for student-to-student and teacher-to-student interactions; you want more student-to-student engagement.

♦ Start early in the year. Discuss how you are going to teach students to have high level discussions with each other.

f. Instructional Resources (IR)

♦ Include a variety of types of books for this unit (fiction, nonfiction, print, nonprint, poetry, etc.).

♦ Discuss why you used the literature you used for this unit.

♦ Relate reviews you read about the literature and how you used them in the collection.

♦ Discuss how you used the instructional materials in the unit with the literature.

g. Knowledge of Library and Information Studies (KLIS)

♦ Refer to suggestions provided in Entry 1.

♦ Explain how you encourage appreciation of literature. (Students discussing quality literature with you.)

♦ Tie Right to Read, Intellectual Freedom, and other issues into the unit.

♦ Show knowledge of the First Amendment.

h. Analysis (ANA)

♦ Refer to suggestions provided in Entry 1.

♦ Explain your input/comments, or silence/lack of comments, and rationale.

♦ Why did you say this? Why did you not say anything?

♦ How was learning enhanced by your actions?

♦ Explain everything you did or did not do.

♦ What about the student who chooses not to participate?

♦ Identify positive aspects.
♦ Pay attention to the content and details in the conversation.
♦ Look at discussion and analyze teacher talk vs. student-to-student discussion time.
♦ Look at the critical thinking skills and higher-level thinking. Did the students' attitude change towards literature? Did you see growth?

i. Reflection (R)

♦ Refer to suggestions provided in Entry 1.
♦ Look at the instructional materials. Did they assist the students or were they just busy work?
Entry 3: Integration of Instructional Technologies

You want to find a unit you work with students using different technologies and incorporate an understanding of ethical and/or legal use of information.

a. Knowledge Of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1.

b. Goals/Connections (G/C)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Think about National Technology Standards.
   ♦ Stress technology as a tool. Technology should be used to enhance instruction.
   ♦ Tie the Library Media Standards, National Technology Standards, and Content Area Standards together. (Show a connection.)

c. Instruction (INS)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Think of technologies that will enhance your objectives/standards.
   ♦ Show different types of learning one-on-one, small group, and whole group.

d. Resources and Technologies (RT)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Make sure the technology is age appropriate.
   ♦ Make sure the curriculum drives the instruction, not the technology.
   ♦ Technology is a very broad term.

e. Learning Environment (LE)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ Discuss dated materials weeded (discarding), current encyclopedias and online sources.
   ♦ Maintain the collection so it is current.
f. Analysis (ANA)
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Discuss how the technology truly enhances the student learning.
   ♦ It will change the way you think about their work. What does the work tell you about the child?

g. Knowledge of Library and Information Studies (KLIS)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Know Information Power.
   ♦ Tie copyright, citing sources, evaluating websites, and information (what you need and don’t need).
   ♦ What are the resources in your collection to support the curriculum?

h. Reflection (R)
   ♦ Refer to suggestions provided in Entry 1.
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
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.

**Entry 1: Promoting Literacy Development through Writing**

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 weakness and strengths in both reading and writing.
   - Survey students on interests and learning styles.
   - Collect an understanding about the student’s prior knowledge and attitude towards literacy. How does the student view literacy (e.g., as a tool for learning, a school activity, or an enjoyable activity, or something they have to do)?
   - 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 student’s literacy development. Look into previous portfolios or data in CUM folders.
   - 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. (e.g., gender, community and family information, school support, maturity).

b. **Analysis of Student Work (ASW):**
   - Collect data on student in both reading and writing. Think about the reciprocal nature of the two.
   - Look at 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 as well as a strength.
♦ 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 that will allow the student to become a more efficient and independent reader and writer.

♦ Formulate goals based on student needs, not writing activities or assignments. The writing assignment is the medium for allowing the student to demonstrate evidence of writing growth.

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?

♦ Connections between instruction and student needs runs throughout the commentary. Keep in mind how does this address the student’s needs?

e. Instruction/Writing (I/W)

♦ Look specifically at what instructional strategies you used to scaffold the writing development of the chosen student.

♦ Think about 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.

♦ Consider specific evidence for choosing instructional strategies or writing prompts. Are they based on the needs of the chosen student? Look back to writing samples and consider student needs.

f. Impact (IM)

♦ How has the chosen student altered her/his writing approach?

♦ Consider how the writer has grown developmentally.

♦ Consider independence level of application.

♦ Does the student show self-reflection skills?

♦ Focus on student’s writing development, evidence of writing process and traits of writing not meeting the writing assignment requirement.

♦ Does your impact reflect your determined goal?

g. Fairness/Equity/Access (FEA)
♦ Consider how you are addressing the specific needs of your student. How is addressing these needs providing equity within your 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 that you have a larger awareness of the student’s need(s).

♦ 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)
   ♦ Refer to suggestions provided in Entry 1, keeping in mind the focus is on reading.
   ♦ Make connections to your KOS 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.)

c. Assessment (ASMT)
   ♦ Based on KOS and KOF consider the different assessment tools that will allow you to further your knowledge of student learning and determine evidence of student learning.
   ♦ Consider student-generated rubrics and/or checklists as a self-assessment.
   ♦ Video tape the creation of these rubrics and checklists so you can have insight while the construction of meaning occurs.

d. Goals Connections (G/C)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ 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 your instructional strategies guide students to make meaning from text?
   ♦ How do you create quality 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 are you responding to the students’ literacy needs?
   ♦ Think about the connection between instruction and the goals for this lesson.

f. Instructional Resources (IR)
   ♦ How do instructional resources respond to the literary and cultural diversity and inclusive learning needs of your 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?
♦ Are strategy cue cards or posters available during instruction?
♦ How are these assist in meeting student literacy development needs?

g. Learning Environment (LE)

♦ How does student arrangement affect student learning (small group, tables, rows of desks)? The environment supports 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 (district mandate, theory, etc.).
♦ How do you assure all students have equal opportunities in the learning experience? How do all students get what they need for success?

h. Reflection (R)

♦ What are your plans to seek alternative approaches and modify future instruction?
♦ Justify the reasons for the use of the identified strategies (comparing/contrasting, graphic organizers, etc.).
♦ 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.
Entry 3: Integration of Speaking, Listening, and Viewing

a. Knowledge of Students (KOS)
   - Refer to suggestions provided in Entry 1 and Entry 2.
   - Provide evidence you have used knowledge of students’ language and literacy background to appropriately incorporate instructional strategies that encourage students to react to visual, auditory, or written material through speaking.
   - Through your observations, what is your prior knowledge of your students speaking, listening and viewing skills/strategies? (What have you observed through class interaction and videotaping?)
   - Consider how your students will react to visual, auditory, or written material through speaking, listening, and viewing.

b. Knowledge of Field (KOF)
   - How do you use the knowledge of effective speaking, listening, and viewing strategies to meet the learning needs of your students?
   - Consider when looking at video for clear and consistent evidence of listening and viewing activities.
   - During instruction encourage the opportunity for students to produce clarity, awareness of audience, purpose, and context of speaking.

c. Assessment (ASMT)
   - Refer to suggestions provided in Entry 2 for videotaping.
   - How do observations and/or assessments guide instruction and help students to progress as listeners, speakers, and viewers?
   - Based on KOS and KOF consider the different assessment tools that will allow you to further your knowledge of student learning and determine evidence of student learning.
   - How do you know you planned and facilitated an interdisciplinary learning experience that incorporated technology and fosters effective speaking, listening, and viewing for a specific purpose and audience? What assessment tools determined this?

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 reasonable opportunities for students to use speaking, listening, and viewing to construct meaning by making connections with other disciplines?
e. Instruction (INST)
   - Refer to suggestions provided in Entry 2.
   - 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)
   - Refer to suggestions provided in Entry 1 and Entry 2.
   - Does the use of technology authentically and effectively demonstrate the use of listening, speaking and viewing? (Be cautious that you are not setting up the lesson to meet portfolio requirement but keeping in mind the needs of your students.)

h. Learning Environment (LE)
   - Refer to suggestions provided in Entry 2.

h. Reflection (R)
   - Refer to suggestions provided in Entry 1 and Entry 2, while keeping in mind speaking, listening, and viewing strands.
   - 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?