Volume One

Early Childhood/Generalist
Middle Childhood/Generalist
Working Wisdom VOLUMES

Volume 1 ♦
Early Childhood / Generalist
Middle Childhood / Generalist

Volume 2 ♦
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 3 ♦
Early Adolescence through Young Adulthood / Career & Technical Education
Adolescence and Young Adulthood / Mathematics
Adolescence and Young Adulthood / Science
Early Adolescence / Science

Volume 4 ♦
Adolescence and Young Adulthood / Social Studies-History
Early Adolescence / Social Studies-History
Early Adolescence through Young Adulthood / World Languages Other than English

Volume 5 ♦
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:

- **What?** (description)
- **So what?** (analysis)
- **Now what?** (reflection)

**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:
Examining Children’s Literacy Development

Entry 2:
Building a Classroom Community

Entry 3:
Integrating Mathematics and Science

Contributor:
Marilyn Vaughn
Entry 1: Examining Children’s Literacy Development

In “jumpstarting” this entry, it’s important to select your two highlighted students wisely. You want to select two students with different needs/modalities, etc. so the breadth of your strategies/interventions can be showcased. You will want to select writing samples across the curriculum (journal writing, math, social studies, science, messages in play centers, etc.) You will want to share evidence of student knowledge about reading, writing, oral language, and listening for each selected student. You will give evidence of your work/efforts with each family. CHOOSE STUDENTS WISELY!

a. Knowledge of Student (KOS)

♦ Provide information as individuals – family composition, position of child in family, family economics, education of parents, gender, age, maturity, interests, special needs.

♦ Provide information as learners – academic strengths/weaknesses in reading, writing, oral language, & listening, learner type as indicated with modalities and/or multiple intelligences, active/passive learner, interests/ways to motivate, constructivist, learns best by…

♦ Provide information of teaching context – community type (rural, etc), support available from school for interventions/differentiations, cultural issues (if any), economic issues, home support available/not available.

b. Content Knowledge (CK)

♦ Demonstrate Language Arts Content – demonstrate balanced literacy approach, program/room set up with intent/ability to differentiate to meet individual needs (give evidence how each of the two students gain different types of support within structure of centers/room), show how you scaffold instruction throughout instruction to meet individual literacy needs, demonstrate the interweaving of writing, literacy instruction, oral language, and listening throughout your assessment/work with the child.

♦ Demonstrate pedagogical knowledge – evidence that child constructs knowledge, demonstrate the type of work you do to scaffold instruction for each selected student, use of multiple ways to involve student in modalities/multiple intelligences demonstrated as strengths to teach to student’s area of weaknesses, use of student interest areas.

♦ Demonstrate knowledge of literacy development – oral language precedes written language, demonstrate understanding/implementation of reading/writing/listening/speaking as interrelated in literacy acquisition, demonstrate understanding of the role of physical/mental development of child in process.

c. Goals/Connections (G/C)

Assessment must drive your goals/instruction. Rationales will demonstrate ability to link assessment to selected goals for each of two selected students.

♦ Numerate goals (e. g. Goal #1 TSW reread familiar text in order to increase fluency) and reference those goals throughout the commentary to connect
those goals to student activities (e.g. Mary partner-read the book she earlier read in guided reading group [G1]).

♦ Set appropriate goals. Explain why lesson was a need for student (assessment). Give examples how lessons were planned based upon student strengths, weaknesses, and interests, short/long term goals, data driven instructional goals based on local, state, or national standards/curricula.

♦ Connect instruction to student needs/goals. Tell what students did. Explain how lesson met student’s needs and how the lesson connected to the goal. (Make specific connections. Questions drive assessment; assessment determines strengths, needs, and preferences; these drive the goals; goals drive strategies.)

d. Learning Environment (LE)

♦ Foster respect for individual differences. Demonstrate how your classroom setup/and classroom community contributes to student’s respect to/for each other. (Give specific examples.) This might be a time to address Morning Meetings, Class Meetings, and other diversity efforts used routinely in the classroom and show their impact specifically upon students’ abilities to demonstrate respect for individual differences. Show how you know the classroom environment helps promote risk-taking and helps students feel emotionally safe.

♦ Provide rich opportunities through resources/activities to promote student’s interests/abilities in oral/written communication and love of books. Give evidence of many, varied, activities that were selected to target specific student interest and to promote love of books. Be sure to tell how you knew about interests, and how you knew it promoted the love of books. (Be specific.) Show how grouping strategies impacted student’s abilities.

e. Family Involvement (FI)

♦ Draw on information from family to understand child’s literacy development. This is not a place to give excuses why you did not work well with the family. It is a place to give evidence as to the many ways you worked to involve the family (family/home activities, show and tell, class created big books, digital photos shared with family, newsletters with two-way communication, voice mail, classroom web sites, etc.). You need to be specific as to the information you derived from parents, and how that information helped you understand the specific child’s literacy development, and meet child’s needs.

♦ Provide information to help families support child’s literacy. Be specific in sharing the ways you have worked with the student’s family to promote the child’s literacy development. Parent workshops, notes, materials (books, games, etc.), handouts, videotapes, etc., can provide evidence of your support to help families.

f. Instruction (INS)

♦ Use strategies to support student learning. Strategies should emerge from questions/assessments to determine student strengths, needs, preferences,
and the selected goals. Goals then should drive the strategies selected. Make connections and rationales to link instruction/strategies to student learning.

- Tailor instruction to have varied opportunities to meet child’s strengths, needs, and preferences.
- Provide multiple, diverse ways for child to construct knowledge.

**g. Analysis (ANA)**

- Did student achieve goal? Why/why not? Cite evidence as to what led to those instruction decisions. Cite modifications made during sequence. Cite evidence from using content/details from student responses for making modifications. Explain everything you do or do not do. Cite verbal/nonverbal communication between teacher-to-student, student-to-student, and student-to-teacher.

- Analyze student work. See literacy prompt in scoring guide, as it helps focus on specific areas. Here you will talk about each writing sample in relation to each other and growth or lack that is evident (spacing, capital letters, letter formation, punctuation, complete (not) sentences, order of words to make sense, illustration (text connections), use of consonants, vowels (long-short), blends, diphthongs, diagraphs, voice, ideas, organization, etc.). Explain, do not describe, what assessor is seeing; remember the “so what?” factor.

- Explain preferences. How do students prefer to do things? (work in partners, draw rather than write, read aloud rather than silently, verbal/nonverbal communication, etc.) Demonstrate/analyze/explain how you have used preferences during instruction to further student learning. Pay attention to content/details in conversations.

- Analyze use of student’s strengths to teach to areas of challenge.

- Are areas of challenge taught through student’s strengths? Analyze specifically how you did that, and the student learning accomplished.

- Understand child’s pattern of development (oral/listening skills precede reading/writing skills). All areas of literacy development need to be addressed (reading, writing, listening, oral language). Analyze concrete/abstract learning patterns, maturation (emotional and physical), analyze constructivist activities to show pattern of development. Explain, do not describe, pattern of development.

**h. Assessment (ASMT)**

Briefly explain assessment, rationale for using should be varied, on-going and yield valuable data about strengths/needs of each selected student.

- Do you have informal assessments: observations, classroom performance assessments created by teacher, discussions, helps teacher determine interests, preferences, strengths, and challenges for individual students?

- Do you have formal assessments? These involve some kind of norms (see Marie Clay, *An Observation Survey* for many formal assessments with various aged norms), also may use district assessments.
♦ Discuss questions about literacy/language abilities.

♦ Gain deeper understanding of children. Assessments will be how you determine strengths, challenges, preferences, interests, modalities, multiple intelligences, etc.

♦ Monitor progress over time. Assessments should be varied and ongoing; baseline data needs to be collected, as well as documentation for learning/lack of learning as instructional sequence progresses/ends.

i. Reflection (R)


♦ Examine own strengths and weaknesses to help in analysis and planning. Share insights/new understandings about self. Describe skill improvement since beginning. Apply judgment on how work could be made better. Justify reasons for use of identified strategies and instructional sequence. Identify peak moments in instructional sequence that raised own personal definition of quality instruction.

♦ Examine next steps and alternative approaches. Identify and provide evidence from student work that dictates next step(s): reteach, extend, fill in gaps, modify pacing, identify possible alternative approaches/strategies that might be used (compare/contrast, peer editing, graphic organizers, collaborative learning, differentiated instruction, use of technology, etc.). Explain how you could move this lesson from good to great. Be humble.
Entry 2: Building a Classroom Community

In “jumpstarting” this entry, it is imperative that you select a social studies concept, an art concept and a social skill. This need to be so well integrated that one could not actually “stand alone” with the others. It is essential that students have been taught, and can demonstrate, the art of discussion (not just responding to each others/teacher’s questions). This is very challenging at the EC level, and I would encourage you to read *The Morning Meeting* by Roxanne Kriete to develop student interaction/building classroom community far before you are actually working on this entry. Teacher should videotape lots of lessons prior to lesson sequence selected for this entry. Students must feel at ease with the camera running, as this is a videotaped entry.

a. Knowledge of Students (KOS)

♦ Refer to suggestions provided in Entry 1.

♦ Have high expectations. Give evidence that you differentiated support so that all students could participate successfully in the social studies/art/social skill lesson sequence.

♦ Provide information of children with different developmental characteristics: special need students, physical/motor issues, para support, ESL/ELL, student life experiences such as foreign/foster/migrant/mobility/military.

♦ Provide information of children with different understanding of culture/history; varying prior experiences with people who are same/different from them in aspects of culture/history. (Give specific examples.)

♦ Demonstrate value of community and families. Give evidence of ways you have involved the community (speakers, resources, field trips) and families (volunteers, shared experiences, class big book about social studies/art experience, digital photos, web sites, newsletters, voice mail, etc.).

b. Goals/Connections (G/C)

♦ Refer to suggestions provided in Entry 1.

♦ Set appropriate goals. Assessment must drive your goals/instruction. Rationales will demonstrate ability to link assessment to selected goals for social studies, art, and social skills; each area needs at least one strongly integrated goal that needs the content of the other two areas. Goals are strongest when based on needs/strengths/interests of students. Show how goals are unique to this group.

♦ Connect goals to building a classroom community. Give examples that the goals you selected empowered your students to gain skills in working together, building respect, turn taking, respectful listening, etc.

c. Content Knowledge (CK)

♦ Understand key social studies concepts. Connect your social studies lesson sequence with one of the ten national social studies standards. Give specific evidence that student knowledge of social studies content/concepts
changed due to the instructional sequence (baseline assessment, formative assessment, summative assessment).

♦ Understand key arts concepts. Art reflects a culture. You need to demonstrate comprehension of art elements/components. (See this site for clarification of art concepts http://artsedge.Kennedy-center.org/). You also need to give evidence as to the integration of the “arts,” social studies concept, and social skills. Let the art integrate teaching of cultural elements and share how each component needs the others to fully connect students to content knowledge.

d. Learning Environment (LE)

♦ Foster a fair, equitable, and accessible environment. Give examples of efforts to support equity (calling equally on genders, etc.), supporting kids with special needs (whether a “recognized handicap” or limit because of family issues), cultural issues. Give examples of meeting students at their particular level, needs, and style of learning. Give evidence that you provide students with whatever special needs they may require (such as, movement, closer to the board, graphic organizers, music, verbal cues, physical cues, things to fiddle with while they think, quiet work space, help with organizing instruction, repeated instruction or written down one step at a time, and so on and so on). Every student is unique. Give examples of what you do to modify/adapt the lesson so everyone can be successful.

♦ Build children’s appreciation for diversity. There is a plethora of diversities in the classroom (race, finance, culture, likes/dislikes, learning styles, personalities, different home lives, different needs, different learning rates, different parent support). Tell how (ways/examples) you helped children appreciate diversity.

♦ Build children’s appreciation for mutual respect. Give examples where children have demonstrated respect in exchanges during the video (greetings, calling children by name, student interaction, respecting work space and working together cooperatively, modeling respect for others, eye contact, turn taking for verbal exchanges, manners, resolving conflict, sharing materials, honoring others’ ideas/hypothesizes with dignity, etc.). Explain various approaches you used to develop respect in the classroom.

e. Instruction (INS)

♦ Integrate content in social studies and arts. Prove that the social studies lesson would not be complete without the “arts” components. Art can be a way for children to express what they understood about the social studies concept or social skill. Give examples of how the integration is essential to meeting each goal/objective selected.

♦ Engage students in meaningful discussion/activities. Facilitate a rich exchange of ideas/opinions. Give evidence as to the quality of discussion on the video (not just yes/no answers), and ways that you facilitated this discussion between students (grouping strategies, cooperative learning activities, student areas of interest, walking away, questioning strategies, using higher level thinking questions, playing “dumb” in order to facilitate child’s explanations in
questioning sequences, “tell me more” teacher phrase, getting down to eye contact level, etc.).

♦ Use specific teaching strategies – Give evidence of modeling appropriate social behavior/interaction/respect/appreciation of diversity, wait time for student responses, grouping strategies, specific sequence of instruction, personal student interest, cooperative learning, materials/resources selection (type/quantity), family projects, making modifications, etc. Be sure to point out how your teaching strategies impacted student learning, and helped goals/objectives be successfully accomplished. Justify the reasons for the use of an identified strategy.

♦ Appropriately use instructional materials to support student learning. Your instructional materials should provide important background context for interpreting the discussion/work produced by students that was examined in or grew out of a class activity. Two of your instructional materials will support your discussion of what came before, during or after the videotaped lesson. Two of your instructional materials will support your discussion of the integration of social studies and the arts. What is important is to select materials that clearly explain the role the arts played in promoting student learning of a social studies topic, concept, or theme. If you do a KWL, posting that and adding to it as you proceed through the sequence, will create great instructional materials.

f. Analysis (ANA)

♦ Refer to suggestions provided in Entry 1.

♦ Provide a description and analysis of the videotaped lesson. Is it insightful? Scripting the videotape and analyzing it will probably be your best opportunity for providing insightful analysis. After scripting, you can analyze how many types of interactions (teacher-to-student, student-to-student, and student-to-teacher) were in the video, and the type of thinking/engagement involved.

g. Reflection (R)

♦ Refer to suggestions provided in Entry 1
Entry 3: Integrating Mathematics and Science

In “jumpstarting” this entry, it’s imperative you have a clear understanding of inquiry science and the “Big Ideas” in science. Roger Caswell has professional VCR tapes demonstrating inquiry science; he’s willing to “check out” to candidates – just ask! It’s essential students have been taught, and can demonstrate, discussion skills. This is challenging at the EC level; I would encourage you to read The Morning Meeting by Roxanne Kriete to develop student interaction/discussion skills. Teacher should video tape lots of lessons prior to sequence selected for entry – students must feel “at ease” with the camera running, as this is a video-taped entry.

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

b. Content Knowledge (CK)
   ♦ Demonstrate scientific content knowledge. Lesson sequence and evidence on tape should substantiate valid science content knowledge students have learned (are learning).
   ♦ Demonstrate mathematical content knowledge. Students will give evidence of math content knowledge by using math information/tools in effectively investigating a science inquiry lesson. Math knowledge should facilitate the science inquiry process.
   ♦ Know and understands scientific concepts, including the Big Ideas. Candidate’s understanding of the Big Ideas and relationship to the goals/objectives/lesson sequence/inquiry investigation will be clear and connected as lesson unfolds.
   ♦ Know and understands scientific concepts. Students will give evidence to understanding of math ideas through discussion during the inquiry lesson sequence.

c. Goals/Connections (G/C)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Set appropriate goals to facilitate student learning. Assessment must drive goals/instruction. Rationales link assessment to goals for science/math; each area needs at least one strongly integrated goal that needs content of other area. Goals are strongest when based on student needs/interests/strengths. Show goals are unique to group. Numerate goals (math MG1, Science SG1).
   ♦ Neither math nor science topics would be fully investigated singularly as they were in the integrated lesson.

d. Learning Environment (LE)
   ♦ Refer to suggestions provided in Entry 2.

e. Instructional Resources (IR)
   ♦ Use appropriate and meaningful materials to enhance student learning. Tell
what was used to help student develop/further understand concept. Explain how materials were multi-leveled and how materials catered to various learning styles.

♦ Use advances in technology to enhance student learning. Explain how students used varied technology during the instructional sequence to support learning.

f. Instruction (INS)

♦ Refer to suggestions provided in Entry 1.

♦ Learning sequence will foster development/integration of scientific and mathematical concepts. Explain how goals/activities/particular sequence provided integrated opportunities to further student learning for the inquiry science and math concepts.

♦ Tap child’s natural curiosities and interests. Explain how student “wonderings”/interests were used to facilitate the math and science content/concepts.

g. Assessment (ASMT)

♦ Use appropriate assessment. Need baseline, formative, and summative assessment to determine student needs/strengths/interests and to guide goal/object/lesson sequence.

♦ Assessment furthers learning goals. Give evidence/explain how assessment guided goal selection and any changes made in the learning sequence. Identify specific references to student growth and connect to assessment.

♦ Assessment enhances instruction. Explain how assessment determined student needs/strengths/interests that drove the goals/objectives/lesson sequence. The formative assessment determined whether the lesson sequence was working or needed modification. Explain any changes made due to assessment information. Summative assessment gave evidence for student learning.

h. Discussion/Engagement (DIS/ENG)

♦ Encourage children to actively participate in inquiry. Give evidence of quality discussion on the video (not just yes/no answers), and ways you facilitated discussion between student (grouping strategies, cooperative learning activities, interests, walking away, questioning strategies, using higher level thinking questions, playing “dumb” to facilitate child’s explanations in questioning sequences, “tell me more” teacher phrase, getting down to eye contact level, providing discrepant events, etc.). Students need to direct discussion in inquiry activity.

♦ Encourage children to pose questions. Explain work with students that support students as they engage in questioning techniques during the inquiry process.

♦ Encourage children to discuss ideas: wait time for student responses, grouping strategies, sequence of instruction, student interest, cooperative
learning, materials/resources (type/quantity), family projects, modifications, etc. Explain how teacher work encouraged/impacted discussion and helped goals/objectives be successfully accomplished.

i. **Analysis (ANA)**
   - ♦ Refer to suggestions provided in Entry 2.

j. **Reflection (R)**
   - ♦ Refer to suggestions provided in Entry 2.
Entry 1:
Writing: Thinking through the Process

Entry 2:
Building a Classroom Community through Social Studies

Entry 3:
Integrating Mathematics and Science

Contributor:
Beth Pope
Entry 1: Writing: Thinking through the Process

a. Knowledge of Students (KOS)

It is important to show an overall knowledge of students, however, focus on their skills as writers and how you were able to determine their needs as writers.

Overall information can be obtained in the following ways. (Some of this information could be included in the contextual information.)

♦ 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 where 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.

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

  • Community
    ▫ 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)
    ▫ School district profile

  • 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., 2 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, e-mails)
  ▫ Ethnicity
  ▫ Languages spoken/written in the home

• Cultural issues
  ▫ Religion
  ▫ Holidays/observances

♦ Provide knowledge of students as learners.
  • Tell what the class as a whole has difficulty doing/completing.
  • Explain any special activities you have developed or utilized in your classroom to meet the needs of your particular class (short periods of time, room arrangement, etc.).

♦ Provide knowledge of students as writers.
  • Describe the strengths and weakness of the student as a writer. (e.g., needs improvement on forming paragraphs, capitalization, organization, sentence structure, beginnings and endings)
  • Explain how you determined the strengths and weaknesses.
b. Goals/Connections (G/C)

♦ Be sure to connect your goals to the writing assignments/prompts, your instruction, and the students’ needs.

♦ State overall writing goals. For example:
  • Show improvement in certain traits.
  • Publish specific genres.
  • Research a topic and cite sources.
  • Understand a variety of text types.
  • Correctly use the writing process.

♦ Connect the goals to the needs of your students and to your writing assessments/instruction.

c. Assignments/Instruction (A/I)

♦ Use a pretest/diagnostic tool.
  • Explain how you determined the student’s needs, strengths, and weaknesses.
    ▫ Teacher editing
    ▫ Prewriting
    ▫ Class assignment
    ▫ Daily work
    ▫ Journals

♦ Develop specific goals for each lesson (in the unit); know specific connections to student needs.
  • Explain why the lesson activity was a need for that student/group of students. For example:
    ▫ Lack of paragraphing skills
    ▫ Help with stronger beginnings/endings
    ▫ Sentence structure/fluency
    ▫ Organization of the paper
    ▫ Word choice
- Content/ideas
- Self-editing
- Research a topic and select relevant information

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

♦ Tell what the students did.

♦ Focus on both the class and the two featured students.

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

♦ Demonstrate your knowledge of your writing curriculum.

♦ Describe the key elements of your writing curriculum.
  • Required elements (number of published pieces, grammar, 6-Traits, etc.)

♦ Describe how these key elements fit into how you teach writing/language arts in your classroom.

♦ Things to consider:
  • Tell if you use writer’s workshop in your classroom. Describe how writer’s workshop looks in your classroom. Explain what is required of the students during writer’s workshop.
  • Tell how many pieces of writing you require your students to publish. Explain how you determine the genre of the papers.
  • Explain your requirements for published pieces.
  • Describe lesson you teach and resources you use.
    ◦ Text books
    ◦ Professional books
    ◦ Class activities
    ◦ Individual activities

e. Personal Expression (PE)

♦ Describe how students in your classroom use writing to express themselves and to use multiple perspectives.
  • Personal journals
  • Daily writing
  • Individual prompts or story ideas
  • Choice of genres
  • Point of view stories

♦ Explain what you do to help support your students in their personal expression.
• Comments in daily journals
• Lessons on writing ideas for each person
• Lessons or activities taught on perspective
  ▫ Journal entries as historical people
  ▫ Response journals

f. Thinking Tool (TT)
♦ Explain how your students use writing to become higher-level thinkers.
  • Research on a cross curricular topic
  • Letters to editors/administrators
  • Math or science journals
  • Historical journals
  • Friendly letters

g. Analysis (ANA)
♦ Include some whole class analysis, but focus mainly on the two featured students.

♦ Analyze your students’ work and give examples, such as,
  • Misuse of capitalization or punctuation
  • Patterns of misspelling (specific word blends)
  • Repetitive sentence fluency
  • Paragraphing
  • Too much information
  • Organization
  • Lack of transition

♦ Give specific details from the student’s writing pieces.
  • Quote the student’s writing (e.g., “The African Elephant lives in Africa. It eats mostly plants. It weighs 2000 pounds.”).

  • Number each line of the student writing and refer to specific lines (e.g., “As seen in lines 6-9 in Sally’s first draft…”).

  • Point out specific errors (e.g., “Billy’s initial draft read much like a list of facts as opposed to a well researched and organized paper.”).

  • Make comparisons between drafts, e.g., “Sally makes an effort to organize her paragraphs as seen in her 2nd draft…”

  • Show understanding as well as misunderstandings (e.g., “Johnny is showing an emerging understanding of researching and writing using an outline.”).
h. Reflection (R)

♦ Reflect upon your practices. Point out errors, misunderstandings, or ways to improve.

♦ Remember that no matter how good a lesson is, there is always room for improvement.
Entry 2: Building a Classroom Community through Social Studies

a. Knowledge of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Make sure to include any information that would be relevant to building a classroom community.

b. Goals/Connections (G/C)
   ♦ State overall social studies goals.
   ♦ Connect the goals to your students and how you build a community in your classroom.

c. Perspectives (PER)
   ♦ Explain what you do to encourage students to understand perspectives other than their own.
     • Partner/group activities
     • Group dynamics
     • Team building activities
     • Community activities
     • Role play
     • Plays/skits
     • Letters/pen pals
     • Class meetings
     • Community interviews
     • Volunteer projects
     • Peer tutoring

d. Responsibility (RES)
   ♦ Explain what you do in your classroom to encourage your students to take responsibility for their own actions and learning.
     • Individualize learning and rubrics
     • Student-designed activities
     • Think sheets/success plans
     • Group surveys
     • Class meetings
     • Specific lessons or role plays
e. Instruction (INS)

♦ Tell what you did to teach community building.
♦ Explain how you decided upon the lesson based on the student’s needs and interest.
  • Observation through a lesson
  • Student request
  • Curriculum mandated
♦ Describe the unit and specific lesson seen in the video tape.
  • Explain the overall unit of study and where it fits into your curriculum. Try to cross connect it to other curricular areas.
♦ Explain what is being seen in the video.
♦ Describe where in the unit your lesson falls.
  • Explain what happened before the video began and after it finished. Your video is only part of a particular lesson; be sure to describe the rest of the lesson.
  • Explain how the lesson met the goals (overall and individual).

f. Learning Environment (LE)

♦ Explain what you do to make your room a stimulating, safe place for your students.
  • Class meetings
  • Modeling
  • Community building activities
  • The set up of the room
  • Class rules and expectations
♦ Give examples of the students in the video working collaboratively and taking risks.
♦ Point out specific places in the video where the students are having good discussion and listening to each other.

g. Content Knowledge (CK)

♦ Demonstrate your knowledge of your social studies curriculum.
  • Explain the key elements of your social studies curriculum. For example:
    ◦ Regions of the U.S.
    ◦ Ancient civilizations
    ◦ U.S. government
- U.S. history (Revolutionary War, Civil War)
- Explorers
- World history

- Explain your ideas and methods for teaching social studies.
  - Text books and discussions
  - Role plays
  - Class speakers
  - Video history

**h. Analysis (ANA)**

- Give specific details from the video tape.
- Quote the students.
- Point out both the good and bad things that happen during the video (e.g., “It is evident Suzie is confused when she said…”).
- Give specific examples of when the students are
  - listening and responding
  - thinking critically
  - considering other’s perspectives
  - taking responsibility for their learning

**i. Reflection (R)**

- Refer to suggestions provided in Entry 1.
Entry 3: Integrating Mathematics and Science

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

b. Goals/Connections (G/C)
   ♦ State overall science goals.
   ♦ State overall math goals.
   ♦ Connect the goals to your students and your instruction.

c. Interdisciplinary Theme (IT)
   ♦ Explain your science/math connection. Include your “Big Idea.”
   ♦ Explain how you developed the theme.

d. Knowledge of Content (KOC)
   ♦ Demonstrate your knowledge of your science curriculum.
     • Explain the key elements of your science curriculum and “Big Idea.” For example:
       ▫ Formation of cells
       ▫ Human body—digestive system, bones and muscles, circulatory system, etc.
       ▫ Forces—magnetism, electricity, inertia, etc.
       ▫ Outdoor life/food webs/chains
       ▫ Simple machines
       ▫ Physical Science—rocks, minerals, earthquakes, volcanoes, etc.
     • Explain how you integrate math into your science lessons/units. For example:
       ▫ Measurement (weight, length, capacity, etc)
       ▫ Geometry (planes, angles, lines, etc)
       ▫ Division (mitosis, food webs, etc.)

e. Instruction (INS)
   ♦ Explain what the students were asked to do both in the lesson seen in the video and where it fits into the instructions sequence of the unit.
   ♦ Describe your instruction and feedback.
     • Explain what you did to instruct students prior to the video tape. Use textbooks, internet, hands on projects, etc.
     • Describe the feedback you gave students both during and after the lesson. For example:
       ▫ Prompted the students with needed questions during the lesson. (Use only when needed.)
       ▫ Gave written feedback on the students proposal for an experiment prior to beginning the experiment.
♦ Explain how technology was incorporated. It must be appropriate and beneficial to the lesson.
  • Examples of technology:
    ▫ Digital camera
    ▫ Scale
    ▫ Magnifying glass
    ▫ Computer
    ▫ Stop watch
    ▫ Stethoscope

f. Learning Environment (LE)
♦ Refer to suggestions provided in Entry 2.

g. Assessment (ASMT)
♦ Explain what form of assessment you used. Be sure it includes your learning goals. For example:
  • Teacher observations and feedback as it was happening
  • Student generated rubric
♦ Describe what you did to enhance classroom instruction based upon what you learned from your assessment.

h. Multiple Paths (MP)
♦ Describe the multiple learning paths your students used during the lesson and unit.
  • Hands on
  • Research
  • Reading
  • Experimenting

i. Analysis (ANA)
♦ Refer to suggestions provided in Entry 2.

j. Reflection (R)
♦ Refer to suggestions provided in Entry 1 and Entry 2.