GENERALIST
Early Childhood ♦ Ages 3–8

Entry 1:
Examining Children’s Literacy Development

Entry 2:
Building a Classroom Community

Entry 3:
Integrating Mathematics and Science

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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, and oral language for each selected student. You will give evidence of your work/efforts with each family. CHOOSE STUDENTS WISELY!

a. Knowledge of Students (KOS)

   v High Expectations
   ▪ How do you know what is developmentally appropriate and challenging for each of these students?

   v Provide information as individuals and learners
   ▪ What do you know about these students as individuals?
     • family composition
     • position of child in family
     • family economics
     • education of parents
     • gender
     • age
     • maturity
     • interests
     • special needs
   ▪ What do you know about these students as learners?
     • academic strengths/weaknesses in reading, writing, and oral language
     • learner type as indicated with modalities and/or multiple intelligences
     • active/passive learner
     • interests/ways to motivate
     • constructivist

   v Provide information of teaching context
   ▪ What do you know about these students within this teaching context?
     • community type (rural, etc.)
     • support available from school for interventions/differentiations
b. Content Knowledge (CK)

- Demonstrate Language Arts Content
  - How do you demonstrate balanced literacy approach?
  - Is your 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)?
  - How do you scaffold instruction to meet individual literacy needs?
  - How do you demonstrate the interweaving of writing, literacy instruction, and oral language throughout your assessment/work with the child?

- Demonstrate pedagogical knowledge
  - How do you show that the child constructs knowledge?
  - What type of work do you use to scaffold instruction for each selected student?
  - What are the multiple ways you use to involve students in modalities/multiple intelligences demonstrated as strengths to teach to student’s area of weaknesses?
  - In what way are student interest areas used?

- Demonstrate knowledge of literacy development
  - How do you demonstrate your knowledge of literacy development?

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. Although the Guiding Questions in the Portfolio Instructions do not specifically use the word "goals", the level 4 Rubric states "that the teacher sets high, worthwhile, and appropriate goals and objectives for children's learning that are tightly connected to instruction."

- Set appropriate goals based on Knowledge of Students (KOS). 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.
  - Are goals based on student needs, not writing activities or assignments?
  - Numerate goals
d. Learning Environment (LE)

- Foster respect for individual differences.
  - How does your classroom setup and classroom community contribute to students' 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 students' 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.).
  - What specific information have you derived from parents, and how has that information helped you understand the specific child’s literacy development, and meet the child’s needs?
- Provide information to help families support child's literacy.
  - In what ways have you worked with the student's family to promote the child's literacy development. Parent workshops, notes, materials (books, games, etc.), handouts, video, etc., can provide evidence of your support to help families.

f. Instruction (INS)

- Use strategies to support student learning.
  - What strategies emerge from questions/assessments to determine student strengths, needs, preferences, and the selected goals? There should be at least 2 instructional strategies for each child.
What goals drive the strategies selected? There should be at least 2 goals for each child.

How do the objectives help meet the goal? There should be at least 2 objectives for each child.

Tailor instruction to have varied opportunities to meet child's strengths, needs, and preferences.

How did you provide multiple, diverse ways for each child to construct knowledge?

b. Analysis (ANA)

Did student achieve goals and objectives? Why/why not?

Cite evidence as to what led to those instructional decisions. Cite modifications made during sequence. Cite evidence from using content/details from student responses for making modifications. Explain instructional choices.

Analyze student work. See literacy prompt in scoring guide, as it helps focus on specific areas. Compare Student A's sample #1 to sample #2. Is growth 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, digraphs, 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/non verbal communication, etc.) Demonstrate/analyze/explain how you have used preferences during instruction to further student learning. Pay attention to content/details in conversations.

Analyze each students' strengths and weaknesses in reading, writing, and oral language.

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 giving rationale for using varied, on-going assessment which yields valuable data about strengths/needs of each selected student.

Do you have informal assessments?

- observations
- classroom performance assessments created by teacher
- discussions
- teacher determined interests, preferences, strengths, and challenges for individual students

- Do you have formal assessments? These involve some kind of norms.
- Discuss questions about literacy/language abilities.
- How did assessments help you gain deeper understanding of children?
- How did you 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)**

- Do a self-assessment.
  - What did I learn? Share growth and progress.
- 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, and 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 needs to be so well integrated that one could not actually “stand alone” without 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 video-taped entry.

a. Knowledge of Students (KOS)
   - High Expectations
     - How do you know what is developmentally appropriate and challenging for these students?
     - What evidence shows that you differentiated support so that all students could participate successfully in the social studies/art/social skill lesson sequence?
   - Provide information as individuals and learners
     - What do you know about these students as individuals?
       - family composition
       - family economics
       - education of parents
       - gender
       - age
       - maturity
       - interests
       - special needs
   - What do you know about these students as learners?
     - academic strengths/weaknesses in reading, writing, and oral language
     - learner type as indicated with modalities and/or multiple intelligences
     - active/passive learner
     - interests/ways to motivate
     - constructivist
   - What do you know about the differing developmental characteristics of these students?
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- cognitive
- range of abilities
- social/behavioral
- attentional
- sensory
- physical characteristics

What do you know about these students within this teaching context?
- community type (rural, etc.)
- support available from school for interventions/differentiations
- cultural issues (if any)
- economic issues
- home support available/not available

What instructional challenges are represented with this class?

b. Goals/Connections (G/C)

Assessment must drive your goals/instruction. Rationales will demonstrate ability to link assessment to selected goals for the small group/whole class.

Set appropriate goals based on knowledge of students and concepts from within social studies. 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.

- Are goals based on student needs, not writing activities or assignments?
- Numerate goals

Connect instruction to student needs/goals.

- How did the lesson meet the student’s needs, and how is the lesson connected to the goal? (Be specific)
- 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.

- How does your social studies lesson sequence connect with one of the ten national social studies standards?
What specific evidence have you provided that student knowledge of social studies content/concepts changed due to the instructional sequence (baseline assessment, formative assessment, summative assessment)?

- Understand key arts concepts.
  - Does the Art reflect a culture? How do you demonstrate comprehension of art elements/components? (See this site for clarification of art concepts http://artsedge.Kennedy-center.org/). Remember art concepts may include dance, music, theater, or visual.
  - What evidence is given as to the integration of the “arts,” social studies concept, and social skills?
  - How does 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.
  - What 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) or cultural issues are demonstrated?
  - How do you provide examples of meeting students at their particular level, needs, and style of learning?
  - What examples are given of modification and/or adaption of the lesson so everyone can be successful?

- Build children's appreciation for diversity.
  - How do you help children appreciate diversity?

- Build children's appreciation for mutual respect.
  - What examples demonstrate 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.)?

e. Instruction (INS)

- Integrate content in social studies and arts.
  - How do you prove that the social studies lesson would not be complete without the “arts” components?
  - What examples demonstrate how the integration is essential to meeting each goal/objective selected?
Engage students in meaningful discussion/activities.

- How do you give evidence as to the quality of discussion on the video (not just yes/no answers), and what ways do you facilitate this discussion between students (e.g. 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.)?

- What specific teaching strategies do you use? 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.

- How are instructional materials used to support student learning?

f. Analysis (ANA)

- Did student achieve goals and objectives? Why/why not?
  - Cite evidence as to what led to those instructional decisions. Cite modifications made during sequence. Cite evidence from using content/details from student responses for making modifications. Explain instructional choices.

- Provide a description and analysis of the videotaped lesson.
  - How does this lesson provide insight of the students’ learning? Pay attention to content/details in conversations. 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.

- What are students’ strengths and weaknesses in their oral language?

g. Reflection (R)

- What did I learn? Share growth and progress.

- What are your strengths and weaknesses 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.
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- Identify peak moments in instructional sequence that raised own personal definition of quality instruction.

- What are the next steps and alternative approaches?
  - Identify and provide evidence from the video analysis 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 3: Integrating Mathematics and Science**

In “jumpstarting” this entry, it’s imperative you have a clear understanding of unifying concepts and processes in science. Alvin Peters 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 lots of lessons prior to sequence selected for entry – students must feel “at ease” with the camera running, as this is a video entry.

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

   - **High Expectations**
     - How do you know what is developmentally appropriate and challenging for each of these students?
   - **Provide information as individuals and learners**
   - **What do you know about these students as individuals?**
     - family composition
     - position of child in family
     - family economics
     - education of parents
     - gender
     - age
     - maturity
     - interests
     - special needs
   - **What do you know about these students as learners?**
     - academic strengths/weaknesses in reading, writing, and oral language
     - learner type as indicated with modalities and/or multiple intelligences
     - active/passive learner
     - interests/ways to motivate
     - constructivist
   - **Provide information of teaching context**
What do you know about these students within this 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)

- How do you demonstrate scientific content knowledge? Lesson sequence and evidence on video should substantiate valid science content knowledge students have learned (are learning).
- How do you demonstrate mathematical content knowledge? Students will give evidence of math content knowledge by using math information/tools in effectively investigating a science inquiry lesson. Mathematical knowledge should be integrated into the science inquiry process.
- How do you demonstrate your knowledge and understanding of scientific concepts, including the unifying concepts and processes? Is your understanding of the unifying concepts/processes and relationship to the goals/objectives/lesson sequence/inquiry investigation clear and connected?
- What evidence shows scientific inquiry?

c. Goals/Connections (G/C)

- Set appropriate goals based on Knowledge of Students (KOS). 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.
  - Are goals based on student needs, not activities or assignments?
- Connect instruction to student needs/goals.
  - How did the lesson meet the student’s needs, and how is the lesson connected to the goal? (Be specific)
- Numerate goals (Math MG1, Science SG1).

d. Learning Environment (LE)

- Foster a fair, equitable, and accessible environment.
  - What 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) or cultural issues are demonstrated?
  - How do you provide examples of meeting students at their particular level, needs, and style of learning?
What examples are given of modification and/or adaption of the lesson so everyone can be successful?

- Build children’s appreciation for diversity.
  - How do you help children appreciate diversity?
- Build children’s appreciation for mutual respect.
  - What examples demonstrate 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.)?

**e. Instructional Resources (IR)**

- What appropriate and meaningful materials are used to enhance student learning? Explain how materials were multi-leveled and how materials catered to various learning styles.
- How is technology used to enhance student learning? Explain how students used varied technology during the instructional sequence to support learning.

**f. Instruction (INS)**

- Use inquiry to support student learning.
  - How do your goals drive student inquiry? There should be at least 2.
  - How do the objectives help meet the goal? There should be at least 2 objectives.
- Tailor instruction to have varied opportunities to meet child’s strengths, needs, and preferences.
- How did you provide multiple, diverse ways for each child to construct knowledge?
- Learning sequence will foster development/integration of scientific and mathematical concepts. How do 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. How are student “wonderings”/interests 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 and provided direction for future instruction.

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 students.
  - In what ways do students direct discussion during the inquiry activity?
- Encourage children to pose questions. Explain work with students that support students as they engage in questioning techniques during the inquiry process.
- In what ways are students encouraged to discuss ideas?
  - How does the teacher encourage/impact discussion and help the goals/objectives be successfully accomplished?

i. Analysis (ANA)
- Did students achieve goals and objectives? Why/why not?
- Cite evidence as to what led to those instructional decisions. Cite modifications made during sequence. Cite evidence from using content/details from student responses for making modifications. Explain instructional choices.
- Provide a description and analysis of the videotaped lesson.
  - How does this lesson provide insight of the students’ learning? Pay attention to content/details in conversations. 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.
  - What are students’ strengths and weaknesses in their oral language?

j. Reflection (R)
- What did I learn? Share growth and progress.
- What are your strengths and weaknesses 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.
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- Identify peak moments in instructional sequence that raised own personal definition of quality instruction.

  - What are the next steps and alternative approaches?
    - Identify and provide evidence from the video analysis 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.
  - How successful was the inquiry process for these students?