Volume Six

Early Childhood through Young Adulthood/
Exceptional Needs Specialist
The following National Board Certified Teachers contributed to *Working Wisdom: A Guide to Accomplished Teaching*:

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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 pursing 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:
Assessment Informs Instruction

Entry 2:
Fostering Communications Development

Entry 3:
Enhancing Social Development

Contributor:
Connie Foster
General Recommendations:

♦ When getting started, think of “How to eat an elephant.”
  • One piece at a time.
  • Develop a plan. Break this massive task into little pieces and decide, “I will get _____ done today, _____ done this week, and _____ done this month.” Don’t let the task overwhelm you.
♦ Answer the questions; answer the questions; answer the questions!
♦ Have the NBPTS Standards for the entry in front of you at all times and use them.
♦ Focus everything you do and write about improving student learning.
♦ Use the phrase, “Based on what I have learned, I now…”
♦ Be humble when writing the reflection. There is always room for improvement.
♦ Emphasize individualized instruction for all students.
♦ Find a facilitator and/or someone who is going through the process also.

Entry 1: Assessment Informs Instruction

a. Knowledge of Students (KOS)

♦ Give a very **brief** review of the contextual information (district, school, classroom).

♦ Briefly identify the educational setting (inclusion, self-contained, etc.).

♦ For the student(s) you are focusing on, describe ethnic, cultural, gender, family circumstances, SES, major changes in his/her life, primary language, and special education categorization.

♦ Include information on skills, abilities, preferences, maturity, chronological age vs. mental age, primary mode of communication, and emotional, behavioral, physical, and medical needs.

♦ Tell how you obtained the information on the student (student, parents, former teachers, related service staff, old IEP’s, assessment, Present Levels of Educational Performance, observation, doctors, etc.).

♦ Base your information about the student on her/his strengths, limitations, interests, primary learning style, and environment.

♦ Emphasize what he/she CAN do.

♦ Include information that particularly relates to her/his needs.

♦ Use only information that relates to the need you have identified for this entry.
Tell how the disability impacts learning.

Discuss how the need interferes with learning.

b. Content Knowledge (CK)

♦ Describe characteristics of students with his/her disability.
♦ Describe the learning or behavioral need in detail.
♦ Discuss how student’s development differs from normal child development because of this need.
♦ Describe best practice in special education as it relates to his/her need.
♦ Describe what accommodations and modifications you have tried.
♦ Describe instructional methods that research has shown are effective.
♦ Make sure that you know how the student’s disability or medical condition impacts her/his ability to learn.

c. Question (QU)

♦ Discuss the specific need (academic or behavioral).
♦ Identify why you see the need as important.
♦ Show that parents and colleagues agree it is a critical need.
♦ Document how the need impacts learning.
♦ Discuss the relevance of the need.
♦ Discuss the intensity, frequency, and pervasiveness of the need.
♦ Discuss how, if instruction is successful, the student’s life will be impacted.

d. Assessment (ASMT)

♦ Show the assessment addresses the specific need.
♦ Validate the assessment measures what it is intended to measure. (Example: If you have identified a behavioral need, the assessment may be how often the behavior occurs, how long it occurs, what settings, it occurs in, what are the antecedents, etc.)
♦ Show the information gained from assessment is used to develop effective instruction.
♦ Cite multiple forms of assessment.
♦ Cite baseline information, formative assessments, ongoing data collection, and mastery criterion.
♦ Make it individualized.
♦ Identify if modifications or accommodations are used to assess.
♦ Document how ongoing/formative assessment modifies your instruction. (Is the student learning? If not, change your intervention, instruction, reinforcers, etc.)
♦ Show assessment is objective not subjective.
♦ Use a variety of assessments (formal, informal, standardized, etc.).
♦ Gather information from a variety of sources.
♦ Assess the student’s knowledge, skill, and reasoning abilities as they relate to the need.
♦ Assess in a variety of environments.
♦ Show the assessment was done in the student’s native language or primary mode of communication.
♦ Document the assessment environment was safe, inviting, and non-threatening.

e. Learning Goals (LG)
♦ Tie the goals to the assessment that was done.
♦ Identify goals that family, IEP team, general education teachers agree are relevant and important.
♦ Discuss how goals are based on your knowledge of the student, the curriculum, the environment, and normal child development.
♦ Ensure goals are observable and measurable.
♦ Develop short term objectives or benchmarks that can show incremental growth.
♦ Show how data is collected toward criterion (formative assessment).
♦ Align goals with General Standards or Extended Standards.

f. Instruction (INS)
♦ Show a detailed plan for instruction.
♦ Describe the instructional method, materials used, and environment/s.
♦ Discuss rationale and relevance methods, materials, and environment.
♦ Show that a variety of methods, materials and environments were used.
♦ Show how formative (ongoing) assessment led you to change how the goal was addressed. (Because the student did [or did not] do this, I now…)
♦ Describe motivators and reinforcers used.
Describe how you ensured engagement of student (safe environment, age appropriate materials, use of preferred learning style, variety of activities, opportunities for choice by student).

Describe how instruction is individualized for this student.

Describe how the instruction is implemented in inclusive settings.

Address how you will ensure mastery of the goals will be maintained and generalized to other environments.

Discuss how instruction is based on the student’s interests, strengths, and preferences.

Describe modifications and accommodations used and why they were used.

Describe student’s response to instruction.

Describe why instruction was sequenced the way you sequenced it.

Discuss collaboration with parents and colleagues regarding student progress toward goal.

Show how instruction is appropriate and meaningful to student.

Describe how interactions with peers is facilitated during instruction.

g. Diversity (DIV)

Respect all families.

Remember all parents love their children and want what is best for them, but parents of children with disabilities are often times overwhelmed and don’t need one more thing to do.

Respect the wishes of the parents when they identify needs important to them.

Remember, you will have this student a year or two; parents have to live with the consequences of good or bad instruction forever.

When communicating with parents, accommodate them. Have materials translated into their language, use an interpreter, hold phone conferences if the parents prefer, provide transportation or childcare during parent-teacher conferences, do home visits, or meet in neutral territory.

If you suspect that a family is illiterate, provide information through phone calls.

Never stereotype families, cultures or students. Treat everyone as an individual.

Take time to learn the family history to help you learn more about the student and his/her needs (family makeup, SES, adopted, foster care, group home, etc.).

Make sure the entire environment of the student at school is accessible for
his/her handicapping condition (wheelchair accessible, Brailled information, signed instructions, etc.).

♦ Ensure that ALL students get what THEY need.

h. Analysis (ANA)

♦ After writing, look at each paragraph and see if what you have written focuses on improving student learning (the “so what?” factor).

♦ Show the relationship between what you did and what the student learned.

♦ Cite modifications you made to instruction during the unit. (What changes in your plan did you make based on the student’s response to instruction?)

♦ Justify why you chose the methods, sequence, adaptations, or modifications you chose.

♦ Describe your insights during instruction (e.g., “When Johnny ..., I knew that …”).

♦ Tie the student’s response to instruction into your knowledge of the child and your knowledge of special education.

♦ Did the student achieve his/her goal?
  • If yes, cite specific evidence that proves he/she learned.
  • If no, cite evidence that tells you what you need to do.

♦ AND…Most importantly, how was learning enhanced by your instruction?

i. Reflection (R)

♦ Show evidence of a daily reflection on how the instruction went that day.

♦ Explain what went well during the instructional program.

♦ Explain why you think it went well.

♦ How would you move the instruction from good to great?

♦ Demonstrate how you were flexible during instruction.

♦ Be humble, no lesson is perfect.

♦ Describe what did not go well.

♦ Explain why you think it did not go well.

♦ Explain what you will change when teaching this skill in the future.

♦ As a result of teaching this skill and going through the NBPTS process, how will your future teaching practices change? (“I will now…”)

♦ What did you learn that you could use in other contexts with other students?
Entry 2: Fostering Communications Development

a. Knowledge of Students (KOS)

♦ Refer to suggestions provided in Entry 1.

♦ Discuss the student’s Present Levels of Educational Performance, including strengths, interests, preferences, and needs.

♦ If appropriate, how do the student’s current skills and needs relate to the Kansas Extended Standards?

If you are focusing on communication with others:

♦ Discuss the student’s Expressive Language in depth. How does she/he communicate? How does communication differ in different environments? Do the parents see communication that is not observed at school?

♦ Discuss the student’s Receptive Language in depth. What does she/he appear to understand? How do you know this? What do the parents say about what she/he understands?

If you are focusing on reading and writing:

♦ Discuss the student’s reading ability in depth. Does she/he read at all? Does she/he have a sight word vocabulary? Does she/he have any decoding skills? Does she/he read survival signs?

♦ Discuss the student’s ability to write in depth.

♦ Discuss how the student’s disability or deficits interfere with learning.

♦ Discuss what has been tried in the past.

♦ Identify the student’s interests and preferences that could be used for motivation.

b. Content Knowledge (CK)

♦ How does the student’s current skills differ from normal communication/literacy development?

♦ How does the student’s disability impact learning in this area?

If you are focusing on communication:

♦ What modes of communication are the student using and how will you build on these current skills?

♦ What does the research say about teaching communication skills to students with disabilities?

♦ What are some recognized best practices when teaching communication skills?
If you are focusing on reading and writing:

♦ Based on the research is available, what are the proven methods of intervention?

♦ What are some methods that you have tried in the past, what has worked, what has not worked?

c. Goals/Connections (G/C)

♦ Identify the communication goal you have selected.

♦ Discuss how the goal was identified (parent input, collaboration with other professionals, diagnostic tools, pretests, etc.).

♦ If appropriate, talk about the discussion that was held at the IEP meeting as it relates to the goal.

♦ Discuss how you will know when the goal has been attained.

d. Instruction (INS)

♦ Discuss the instructional plan that was developed to address the goal.

♦ Discuss how the plan was changed due to the response from the student.

♦ Within the instructional plan, discuss the instructional method, the materials, and the environment. Discuss how these were varied from lesson to lesson.

♦ Discuss how the lessons/activities relate to the student’s interests and strengths and how they were meaningful to the student.

♦ Discuss how generalization to other environments was ensured.

♦ Discuss why the lessons were sequenced in the way they were sequenced.

♦ Discuss how data/formative assessment was done.

♦ Discuss the individual goals for each lesson and how these goals were addressed within the lesson.

♦ Discuss supports, accommodations, and/or modifications done during the lessons.

♦ Discuss the resources that were used during instruction.

e. Engagement (ENG)

♦ Discuss the purpose of the unit and how it relates to the goal(s) set.

♦ Point out within your narrative of the video signs the student(s) is engaged in the lesson/activity.

♦ Demonstrate and discuss what was used to motivate the student(s) and why this was successful.
♦ Point out successes within the video (appropriate responses from student, etc.).
♦ Point out how appropriate responses were reinforced.
♦ If appropriate, discuss why students are grouped the way they are grouped.

f. Learning Environment/Diversity (LE/DIV)
♦ Discuss your classroom management techniques, classroom rules, and how they are enforced.
♦ Discuss room arrangement, bulletin boards, and other visuals within the classroom that facilitate learning and foster interest in the subject.
♦ Point out teacher-to-student and student-to-student interactions and discuss how you facilitated this.
♦ Discuss how you use non-verbal communication with students.
♦ Discuss how you demonstrated an understanding of how individual learning styles, abilities, and expectations vary and how you accommodated for these differences.
♦ Discuss how you incorporated individual choice within the lesson.
♦ Point out adapted materials and accessibility of the classroom.
♦ Discuss how you communicate with parents in a non-judgmental way.
♦ Discuss how you accommodate parents when communicating with them (primary language, through the telephone, internet, home visits, etc.).
♦ Do NOT stereotype families.
♦ Discuss any special family circumstances that may interfere with learning and how you accommodate for these circumstances.

g. Technology (TECH)
♦ Point out how both high- and low-technology are used in the classroom by the student, not just by the teacher.
♦ Discuss how and why the technology used was chosen. Include collaboration and input from OT, PT, speech, reading resource teacher, and/or general education teacher.
♦ Discuss how the technology was individualized for students.
♦ Point out how technology is integrated into the instruction.
♦ Discuss why the technology is meaningful, motivating, and relevant to the lesson.

h. Analysis (ANA)
♦ List the benchmarks or objectives of the goal.
♦ Identify the criteria you have set to measure completion of each benchmark and the goal.
♦ Identify the baseline data for the goal.
♦ Identify how you will gather formative assessment data.
♦ Describe when the formative assessment informed you the student was making progress, making no progress, or was regressing.
♦ Describe the instructional decisions you made to ensure completion of benchmarks, including modifications to instruction.
♦ Refer to specific examples in the video of student learning.
♦ Remember the “so what?” factor. Do not include information that does not relate to student learning.
♦ Explain (not describe) what will be seen in the video and what it means.
♦ There should be nothing in the evidence that has not been addressed in the commentary.
♦ If the student achieved the goal, cite the evidence that proves it.
♦ If the student did not achieve the goal, what are you going to do next?
♦ Use explanatory statements (e.g., “When Johnny ..., I knew that ...”).
♦ Explain your actions, comments, etc. during the video segment.
♦ Describe how learning was enhanced by what you did.
♦ Describe the next steps you will take (re-teach, set new goals, etc.).

i. Reflection (REF)

♦ Describe what went well during the lesson/instructional plan and why you think it went well.
♦ Justify your choice of instructional strategies, sequencing of lesson, adaptations, modifications, and accommodations.
♦ If you feel this lesson went well, describe how you would move this lesson from good to great.
♦ Describe what did not go well and why.
♦ Be critical of yourself, no one is perfect. Never say the lesson was perfect and you wouldn’t change a thing.
♦ Identify what you would do differently, even if it is to change the goal for a particular student, based on what you learned during the activity.
♦ Identify what additional resources (collaboration with colleagues, research
materials, in-service opportunities) that you will participate in so you can increase your skills when instructing this lesson.

♦ Provide evidence of daily reflection on how things are going in this unit.

♦ Tell what you learned from this unit you will be able to use with another, student, class, lesson, or situation.

♦ Point out in the video your flexibility.

♦ Use the statement "I will now…” often.

♦ Tell when you realize “I can do better.”
Entry 3: Enhancing Social Development

a. Knowledge of Student (KOS)

♦ Refer to the suggestions provided in Entry 1.
♦ Describe any behavioral concerns you have with this student.
♦ Give details regarding family and home setting, WITHOUT stereotyping!
♦ Describe any major changes the student has recently experienced.
♦ Describe the student’s social skills, maturity compared to normal social development.
♦ Describe how the student interacts with others.
♦ Describe the student’s strengths, interests, and preferences.
♦ Tell how the student’s social skills interferes with or impacts learning.
♦ If you are addressing a specific behavioral concern, describe the frequency, duration, and/or intensity of the behavior.
♦ Tell if a Functional Behavioral Analysis was done and how the team determined what was the function of the behavior.

b. Collaboration/Communication (C/C)

♦ Describe your interaction with the parents (how often, in what form, positive or negative, etc.).
♦ Describe the parent’s concerns and how the student interacts with others in the home and in the community.
♦ Based on information from former teachers and the parents, describe what has been tried in the past and how successful it was.
♦ If appropriate, describe how a Functional Behavioral Analysis was done (who participated, how long the analysis took place, in what settings it was done).
♦ Identify what resources (people, in-services, research, best practice) you used to identify the need and a plan for intervention.
♦ Describe your interactions with the student.

c. Goals/Connections (G/C)

♦ Discuss results of the Functional Behavior Analysis.
♦ Discuss baseline data.
♦ If appropriate, summarize the Behavior Intervention Plan.
♦ Describe your specific goal (reduce or increase a specific behavior).
♦ Describe how this goal is based on knowledge of normal development.
♦ Identify who provided input into the selection of the goal.
♦ Describe how you will know when the goal has been achieved.
♦ Discuss how attainment of the goal will impact learning and interactions in a variety of environments.

d. Instruction (INS)
♦ Refer to suggestions provided in Entry 1 and Entry 2.
♦ Describe how instruction changed throughout the implementation of the intervention and why you changed.
♦ Point out the relevant aspects of the student’s social skills and interaction with others in the video and identify why these are important.
♦ Point out how you used body language within your instruction.
♦ Describe the resources you used throughout your instruction.

e. Learning Environment/Diversity (DIV/LE)
♦ Describe your classroom management plan (rules, reward systems, etc.).
♦ Describe the meaningfulness and relevance of the instruction to the student.
♦ Point out how you facilitated student-to-student interaction in the classroom.
♦ Point out how you foster independence in your students.
♦ Describe the physical environment they will see in the video (seating arrangements, traffic patterns, decorations, etc.).
♦ Point out how you model appropriate behaviors and interactions among your students.
♦ Identify how you incorporate student choice within the daily activities in the classroom.
♦ Identify the individual sources of motivation and/or reinforcement for the student.
♦ Cite how non-verbal communication is used in your classroom.
♦ Discuss why your classroom is a warm, safe, inviting, and pleasant environment for students.
♦ Specify why you have certain students grouped in certain ways.
♦ Identify how you model respect for all individuals.
♦ Discuss how you have ensured all students are receiving instruction at their individual level.
f. Content Knowledge (CK)

♦ Discuss the identified student’s social skills as they relate to normal social development.

♦ Discuss how the student’s social skills impact learning.

♦ Identify a variety of intervention techniques that are recognized as best practice. Discuss which techniques you used and why.

♦ Discuss what resources you used to learn more about the needs of the identified student.

g. Analysis (ANA)

♦ Refer to suggestions provided in Entry 1.

♦ Remember the “so what” factor. Don’t write about it, if it does not address the goal or student improvement.

♦ During the video commentary, explain what the assessor will see in the video and what it means. Don’t just give a description.

♦ Discuss your goal and behavioral objectives for the behavior or social skill of concern. Be sure these are stated in measurable terms and include the criterion for mastery.

♦ Discuss baseline information, ongoing data/information about student progress or lack of progress, and at what level the student was at the end of the teaching process.

♦ Explain the instructional decisions you made based on the student’s response to your instruction (What did you change?).

♦ Cite specific evidence and point out specific incidences in the video that prove the student was showing improvement or mastery.

♦ Cite specific evidence and point out specific incidences in the video which tell you what to change or what to do next.

♦ Explain why you said or did specific things on the video (made a comment, remained silent, moved to a student, etc.).

h. Reflection (R)

♦ Refer to suggestions provided in Entry 1.

♦ Within your reflection, justify why you chose the intervention/instruction you chose and the sequence of the intervention you chose.

♦ Discuss what went very well about the intervention/instruction and why you think it was successful.

♦ Discuss how you changed the intervention/instruction to meet the changing needs of the student.
♦ Discuss why your expectations are different for this student.

♦ NEVER imply you wouldn’t change anything about the lesson; there is always room for improvement.