LIBRARY MEDIA
Early Childhood through Young Adulthood ♦ Ages 3–18+

Entry 1:
Instructional Collaboration

Entry 2:
Fostering an Appreciation of Literature

Entry 3:
Integration of Instructional Technologies

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Entry 1: Instructional Collaboration

You want to find a unit that fits the criteria (intervention with students' learning) and a teacher you feel comfortable working with for time period stated in the criteria for this unit. In the commentary, you must show what needs were identified in the students selected which drove your instruction and assessments resulting in impacting student learning.

a. Knowledge Of Students (KOS)

NBPTS: KNOWLEDGE OF STUDENTS (KOS): Is there evidence that the candidate has used knowledge of early childhood through young adulthood students' learning styles and abilities to inform instruction?

- What are the ways you find information about your students?
  - Classroom teacher, class interaction with other units, school databases about students, or test scores from various areas of learning, etc.

- What do you know about these students you have selected?
  - What are their learning styles, their academic abilities, their interests, their skills in the various areas of library media knowledge? What are their strengths and needs that affect their learning especially in the needs for this unit?

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

- What is the contextual information or the community environment of your teaching/learning situation? Ask yourself these questions and reply with facts to give a picture of what your teaching situation encompass
  - Urban, suburban, rural setting; district small, medium, large; school enrollment and socio-economic status; classroom size, gender, ethnicity, diversity.
  - Academic ranges involve elements of readability, (reading levels or comprehension levels), research skills, inquiry levels, learning styles, knowledge of content prior to this unit and the scaffolding needed to address learning in this unit.
  - Student interests related to this unit for the rigor to accomplish the intended outcomes for the student learning.

- What Special needs have been taken in consideration when planning this unit? Such as Medications, 504 – IEP, para support, emotional level, physical development level, ESL/ELL.
  - Student life experiences (e.g., foreign/foster/migrant/mobility/military)
  - Cultural issues – religion/holidays/observances
- Family Economics of household, free and reduced lunch, level of education of parents, structure (e.g., two parents/single parent/grandparents/foster/migrant/siblings/lifestyles), cultural mindset (e.g., Ruby Payne—Understanding Poverty (poverty/middle class/wealthy), understanding technology (use and access to computers, internet, e-mails), ethnicity (languages spoken/written in the home)

b. Goals/Connections (G/C)

NBPTS: GOALS/CONNECTIONS (G/C): What is the rationale for the topic and goals for this lesson? What are the connections between goals, student needs, and instruction?

- What Library Media Standards (found at the beginning of each entry) and Content Area Standards are being addressed in this unit?
  - Remember to help the assessor see the connection between standards and goals then lessons and activities resulting in student learning.

- What diagnostic tools related to the rigor of this unit were given to identify strengths and needs?
  - How are you planning the rationale for the new learning?
  - What are the goals for this unit?
  - Why are you teaching this?
  - How have you adjusted instruction because of the needs of the students?

- What specific goals are learned because of each lesson (in the unit); know specific connection to student's needs?
  - What are the students' outcomes as a result of these goals?
  - Remember to address the selected students.

- How is this lesson addressing the goals?
  - Is the activity planned taking into consideration the strengths and needs of the student/group of students (rationale).

- What examples are provided showing what and how lessons/activities were planned based upon student readiness?
  - Make a T-chart to show goals and why they are appropriate.

- What different kinds of learning styles were addressed in the planning of these goals, lessons, and activities?

c. Collaboration (COL)

NBPTS: COLLABORATION (COL): What was the candidate's role and responsibility in collaboratively planning and developing this instructional sequence? How was this determined? How did the collaboration impact student learning?

- What management tool did you use to chart the responsibilities you and the collaborating teacher(s)? Show what they were and how you accomplished these goals.
Was there anyone else assisting students in the unit (paraprofessionals, special ed., music, PE, etc.)? 
- **Briefly** list areas of specialties and strengths of each person and their involvement in this unit.

What was your role in this collaborative process and in what development of the instructional sequence were you the leader? How was this determined?

What is your explanation of how you planned, instructed, assessed, and evaluated the portion of this goal? (Make sure the students’ needs were taken into consideration for this planning.)

What student learning was impacted because of your involvement in this learning?

- What intervention in these students’ learning made a difference?
- How did you show the connections among the goals, lessons, strategies, and activities?
- Did you identify them with G1, G2, etc.

### d. Instruction (INS)

**NBPTS: INSTRUCTION (INS):** How did collaborative instruction, teaching strategies, and procedures help students achieve content goals? How did it address the specific instructional challenges presented by the featured students?

- How did this collaborative project help students achieve the content goals? What various teaching styles helped with the learning in this unit?
- What teaching strategies were used to help the students achieve content goals?
  - List all the various strategies YOU used in the planning, instructing, assessing, and evaluating of the students selected to show the learning impact made in this unit?
- What were the procedures done during this unit which helped the students achieve success with the various challenges presented by the featured students?
  - Give as many examples of students use of these procedures to make their learning successful. What challenges did you come across and modify to result in a successful learning environment for the featured students?
- What instructional sequence (scaffolding) did you use to accomplish your goals? (Details will be shown in the documentation of collaboration so discuss the successes of sequence.)
  - Detail the rationale why you used various strategies to address various learning styles of the students selected.
- How did you relate the activities in these lessons to the needs of the students?
How have you stated the connection among the assessment, plan, strategies and results to the unit's goal?
  - Make these connections very specific to the testing, planning, developing, instructing, and learning of the set goals. Did you use G1, G2, etc. to illustrate the connection?

What challenges did you come across doing this unit?
  - Explain how you identified the need for you to change even in the middle of the unit to accommodate the students learning.

e. Knowledge of Library and Information Studies (KLIS)

NBPTS: KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES (KLIS): How was knowledge of library and information studies used to enhance student learning?

- How did your collection development demonstrate a support for the curriculum? I.e. ordering something to support the curriculum, developing technology to enhance the curriculum, develop skill units to be used in the sequence of this unit, etc.
- What specific library media standards were used in the goals, objectives and outcome learning were in the unit?
- What student action during this unit provided you the knowledge that students know how to access information and use the library collection effectively?
- What specific instructional tie-in to copyright, reliability of the internet, web searching, and information access were used in this unit?
  - Give specific student actions during this unit which showed you knew the students were using this knowledge.

f. Analysis/Assessment (ANA/ASMT)

NBPTS: ANALYSIS/ASSESSMENT (ANA/ASMT): Is there evidence of collaborative assessment of student work and the extent to which students have developed a working knowledge of library media center resources and processes?

- What evidence will you show that the collaborative unit was a success?
  - How was the assessment set up to meet the two sets of standards - library media and content standards? Show the accomplishment of the management tool of collaboration and what successes and revision were needed to make this unit a success.
Did the student(s) achieve the goal(s)?
- If yes, cite specific evidence that proves it.
- If no, cite evidence that leads to the rationale for further instruction. These comments will help later in revisions of the unit or the recommendations for the future.
  - Cite any modifications made during the sequence.
  - Cite evidence using content and details from student responses for making the modifications (rationale for change). Why?

What student knowledge helped in the success of this unit?
- Aspects of the environment or learning styles, or goals made this so successful because...

What are the essential concepts do you want the assessor to see in the student samples? Make the statements about what you see and how it relates to the learning of the student. REALLY work from what did the student know before and now what do you see in the second sample which shows what they have learned. Identify what the assessor is going to see and what it means.
- Explain, don’t describe, what the assessor is seeing.

What is written in the commentary will be seen in the evidence? There are no surprises since you are connecting everything. The word “evidence” refers to materials sent with portfolio to verify commentary. The word “tools” refers to materials, approaches, strategies used to demonstrate performance.

What assessment(s) results show your findings? Relevant and specific evidence in the assessment and student samples measure what you needed it to measure and identify which part(s) of the assessment measured which goal(s).
- These statements could be individualized, evidence based on student abilities (changes you made because of the assessment results), students have different goals (IEP), differentiated instruction, evidence of student growth. What other assessment tools could include a physical product, data, portfolio, student-developed, videos, tape recordings, etc.?

What student growth should be tied to goal(s) and refer to Knowledge of Student section to measure student growth?
- Identify specific references to student growth as cited in the evidence; explain how student(s) demonstrated higher level thinking skills (problem solving, critical thinking skills, etc.);
What reflection about the student ability generalizes a different learning environments or learning transfer?

- Community-based assessment; exhibit skill throughout the school and at home; include information from parents; report from other staff (SLP, Para-educator, etc.); differentiate conceptual contexts; application of newly acquired knowledge to different situations (intra- inter-disciplinary).

What data from this reflection shows a need for further instruction?

- Explain data from post-assessment. (Discuss what you observed from the pre to post assessment.)

How did you provide immediate feedback to student? Was this feedback of benefit to the students learning?

- Was the assessment process/environment safe, inviting, non-threatening, and familiar?
- Does assessment identify the student's strengths, interests, preferences, and needs?
- How was learning enhanced by your actions?
  - Cite the verbal and nonverbal engagement and communication
  - focus on the interactions of the student discussion (student-to-student)
  - analyze the content and details in the conversation.

**g. Instructional Resources (IR)**

**NBPTS: INSTRUCTIONAL RESOURCES (IR):** How were resources used to engage students in linking the library media center to classroom content?

- What were the resources used to engage students?
- What resources were content driven?
- What resources linked the library media center to the classroom content?
- What learning objectives or strategies toward the standards and goals were used to make this unit successful?
  - I.e. skills in the library media center made the classroom content deeper in the application of the new knowledge or learning.
h. Reflection (R)

NBPTS: REFLECTION (R): How did the candidate seek to improve teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based on reflective practice?

- When you look upon this unit what was successful and what was not? If a segment was successful what was it and why did you think it was?
  - Give very specific "data such as statements or events in the unit" to give the evidence for your rationale. If a segment of the unit was unsuccessful then what would you change to make this a better unit for the next time you would use it?
- What have you identified from the provided evidence i.e. the student work/growth that dictates the next step(s) in this instructional sequence?
  - Reteach specific information; Extension activity based on student interests/needs; Fill in gaps, provide clarification of concepts
  - Modify pacing–accelerate or slow down instruction
  - Identify possible alternative approaches that could impact student learning of this particular group of students.
  - What are you giving the assessor to let them know your knowledge of the sequential learning development?
- What strategies/alternative approaches would you include when you redevelop this unit?
  - Comparing/contrasting, peer editing, graphic organizers, collaborative/cooperative learning, differentiated instruction, hands-on, incorporation of technology What was the justified use of these strategies (give rationale)?
- Reflecting on your teaching practice what strengths and stretches could you identify?
  - What did/did not impact students learning throughout the instructional sequence? Point to specific parts, be honest.
    - Factors could include: activities, questions, sequence of activities, assignments, instruction, resources used or not used.
- What identified adaptations/modifications made along the way or possible adaptations or modifications that could be made and state why they are/would be appropriate?
  - Cite specific student feedback used to influence instruction (e.g., When was a time you positively affected your students with feedback?).
- How you could move this lesson from good to great?
- What have you learned (good and/or bad) from this lesson that can be transferred to future lessons?
  - How has student growth or lack of modified future instruction?
Reflect effectiveness of instruction; change the instructional method, the materials, the environment, or the instructor; identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
Entry 2: Fostering an Appreciation of Literature

You want to find a unit to encourage integration of literature in a content area, reinforce critical thinking, and provide equitable access for all learners as developing readers. The critical point of this entry is to show teacher to student(s); student to student; and student(s) to teacher (students justifying their answers to teacher) communication.

a. Knowledge Of Students (KOS)

NBPTS: KNOWLEDGE OF STUDENTS (KOS): Is there evidence that the LMS has used knowledge of early childhood through young adulthood students' interests, needs, and abilities to inform instruction?

- What evidence have you shown in the knowledge of your students in the various aspects of their learning?
  - Reading levels, interest levels, comprehension at the higher thinking levels such a comparison/contrast, application, visualization, application and evaluative skills.
- What developmental knowledge of students and their learning have you used in planning and implementing instruction towards goals for the students' learning?
- What abilities will these students need to interact with literature on teacher to student, student to student, and student to teacher dialogue levels?
- What literature analysis skills and development skills do these students possess before, during and after the unit?
  - Cite observations, assessments, and interactions of this group of students.

b. Learning Environment (LE)

NBPTS: LEARNING ENVIRONMENT (LE): Is there evidence of a learning environment that is inviting, warm, and supportive and encourages active student engagement in listening, reading, and viewing literature?

- What in the library learning environment makes it feel inviting, warm, and supportive to student interaction with new learning?
  - Use examples from the video (e.g., point out features that encourage active student engagement that support the curriculum).
- How would you explain the rationale of importance for the media center to be an inviting place to the students (e.g., hours you are open, scheduling—flexible, integrated, or scheduled classes).
- What activities do you provide to help students want to come to the library media center?
  - Cite the areas of listening, reading, and viewing literature which are available to students.
What makes the students feel safe to ask questions and inquire about topics of interest?

- How do you keep students engaged in learning?
- How have you set a respectful yet honoring diversity in students' thinking environment for discussion?

c. Fairness, Equity, Access (FEA)

**NBPTS: FAIRNESS, EQUITY and ACCESS (FEA):** Is there evidence that the LMS ensures fairness, equity, and access for all learners?

- What management systems do you have in place to insure fairness, equity, and access to all learners?
  - Students get what they need such as equity to all resources, and have access to opportunities in learning experiences.
- In this unit how did you keep fairness, equity and access built into the planning of this unit?
  - For example, finding a way for each student to have a copy of the book they needed for the project or giving each student access to view the piece of literature.
- Why is collection development so important to the needs of the curriculum and student interest?
- What accommodations were made for the disabled or special needs for students with IEP?
  - What changes were made to help ALL students use the library and within this unit?
  - If no changes then what is the constant factors for your rationale in setting up the library media center?

d. Goals/Connections (G/C)

**NBPTS: GOALS/CONNECTIONS (G/C):** What are the goals and the connections between those goals, student needs, and instruction? Do the goals for the lesson connect literature to a content area?

- How did you use library media standards to connect literature to a content area?
- What is your explanation of how you planned, instructed, assessed, and evaluated the goals for this unit? (Make sure the students’ needs were taken into consideration for this planning.)
- What goals promote critical thinking and student engagement in connecting this literature to content area?
  - Strategies developed *in inquiry* questioning unit to fit into our literature unit by having students ask the questions with other students answering these questions.
What 'best practice' research supports the strategies used to accomplish the goals?

- Have you connected the goals to the lesson, then to the strategies, and finally to the reflection of learning by using G1, G2, etc.?
- Did this rationale help you make sure all the parts fit together when you planned, implemented, and assessed for success?

e. Instruction/Interactions (INS/I)

NBPTS: INSTRUCTION/INTERACTIONS (INS/I): Is there evidence of instructional strategies that guide students to make inferences and interpretations about literature? Is there evidence of teacher-to-student and/or student-to-student interaction?

- What instructional strategies promote making inferences and interpretations from the literature for a deep discussion?
- What line of questioning fosters an appreciation of literature and higher level thinking skills?
  - Use Bloom’s Taxonomy or critical thinking stem starters to help students form their own questions.
- How will you scaffold the instructional sequence so the interaction is both teacher-to-student and student-to-student interaction?
  - Start early in the year with discussing how they will listen to each other and teach students how to have high level discussions with each other. Have you taught them how to give their rationale for their thoughts showing evidence as to why they are making these statements?

f. Instructional Resources (IR)

NBPTS: INSTRUCTIONAL RESOURCES (IR): Are there appropriate resources selected that engage students in the learning process and foster an appreciation of literature? What additional resources are recommended to support this lesson?

- What appropriate resources were selected to engage students in higher level thinking to meet the needs of the goals set out to connect literature with content area?
  - Include a variety of types of books for this unit (fiction, nonfiction, print, nonprint, poetry, etc.). Did you connect the resource with the goal intended by identifying G1, G2 etc.?
- What rationale did you use to select the literature you used for this unit?
- How did you use the instructional materials in the unit for the students learning?
Why did you use related reviews you read about the literature to help you select literature in the collection development?

- What did the quality reviews infer about this piece which connected it to your goals for the students?

- What additional resources will be used as a follow-up in case the goals were not met in the first piece?

g. Knowledge of Library and Information Studies (KLIS)

NBPTS: KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES (KLIS): Is there evidence of knowledge of library and information studies and of content-pedagogy?

- What library media standards are being used in these goals, lesson, strategies and assessments?

- How have you woven 'quality literature', 'Right to Read', 'Intellectual Freedom, and other issues into the discussion with this literature selection?

- What line of questioning made the appreciation of this literature engage student learning?

- How was the discussion environment set up to include the 'First Amendment' and the respect of listening with honor to various opinions?

- Was the selection appropriate for this age level?
  - If yes, why? If not, why not? Give rationale for your selection.

h. Analysis (ANA)

NBPTS: ANALYSIS (ANA): Is there an accurate analysis of environment, equity, instruction, and student learning?

- What evidence on the video shows the environment being safe, inviting, warm, supportive, and engaging for all students?

- What discussion management tool or system is used to create equity among the students?

- As the assessor views the video what are your input/comments, or silence/lack of comments, and rationale of each?
  - For example, the student made the broad assumption the sequence was…but by the silence of the other students and the body language of many, the student needed help in getting back to the correct sequence. I asked for additional details to lead the student’s discussion back on track.
Why did you say certain comments? Give rationale.
- Why did you not say anything? Give rationale such as silence is used when students need to make the next move in the discussion and give their thoughts.
- The teacher being quiet will make the students HAVE to think and come up with their own thinking or rationale for their comments. Have you explained this to the assessor so they see what you are doing to make the learning go deep?

How was learning enhanced by your actions?
- Explain everything you did or did not do.

What about the student who chooses not to participate but through describing their body language could make your observations more meaningful?

Where are you identifying positive aspects of the discussion?
- Pay attention to the content and details in the conversation. Have you replayed the video OVER and OVER again to pick out the connections?

Looking at the discussion, what analysis of teacher talk vs. student-to-student makes the evaluation of this student learning?
- Are the students really listening to each other and making comments about each of their thoughts OR do the students just want to talk with no focus on others but themselves?

Look at the critical thinking skills and higher-level thinking; did the students’ attitude change towards literature?
- Did you see growth? If you saw growth cite the specific moment in the video that proved it to you.

i. Reflection (R)

NBPTS: REFLECTION (R): How did the candidate seek to improve teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based on reflective practice?

When you look upon this unit, what was successful and what was not?
- If a segment was successful what was it and why did you think it was?
  - Give very specific "data such as statements or events in the unit" to give the evidence for your rationale.
  - IF a segment of the unit was unsuccessful then what would you change to make this a better unit for the next time you would use it?

What have you identified from the provided evidence?

What does the student growth dictate for the next step(s) in this instructional sequence?
What strategies/alternative approaches would you include when you redevelop this unit?

Reflecting on your teaching practice what strengths and stretches could you identify?

- What did/did not impact students learning throughout the instructional sequence?
  Point to specific parts and 'be honest'.

- Factors could include: questions, instruction, resources used or not used.

What identified adaptations/modifications made along the way or possible adaptations or modifications?

- Cite specific student feedback used to influence instructional change you made to the lesson or strategies to connect to the goals.

How you could move this lesson from good to great?

What have you learned (good and/or bad) from this lesson that can be transferred to future lessons?

- How has student growth or lack of modified future instruction?

Reflect on effectiveness of instruction; change the instructional method, the materials, the environment, or the instructor;

Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
Entry 3: Integration of Instructional Technologies

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

a. Knowledge Of Students (KOS)

NBPTS: KNOWLEDGE OF STUDENTS (KOS): Is there evidence that the LMS uses knowledge of early childhood through young adulthood students’ interests, needs, and abilities to inform instruction?

- What evidence have you shown in the knowledge of your students in the various aspects of their learning?
  - Reading levels, interest levels, learning styles, strategies that work for this set of students.
- What developmental knowledge of students and their learning have you used in planning and implementing instruction towards goals for the students' learning?
- What abilities and skills will these students need to interact with technology and new learning in library media standard goals?
- What is the scaffolding of goals past, present and future you are showing to the assessor the knowledge of your students is key to your planning, implementing, assessing, and evaluating?

b. Goals/Connections (G/C)

NBPTS: GOALS/CONNECTIONS (G/C): What are the instructional goals and the connections between those goals; student needs, interests, and abilities; and instruction?

- What Library Media Standards (found at the beginning of this entry) and Content Area Standards are being addressed in this unit?
  - Remember to help the assessor see the connection between standards and goals then lessons and activities resulting in student learning.
  - Have you used the identification of G1, G2 etc. to help show the connections?
- What diagnostic tools related to the rigor of this unit were given to identify strengths and needs?
  - How are you planning the rationale for the new learning?
  - What are the goals for this unit?
  - Why are you teaching this?
  - How have you adjusted instruction because of the needs of the students in prior lessons and your knowledge of their needs?
v. What specific goals are learned because of each lesson (in the unit)? Know specific connections to students’ needs.
  ▪ What are the students’ outcomes as a result of these goals?
  ▪ How will you show the success of this unit?

v. How is this lesson addressing the goals?
  ▪ Is the activity planned taking into consideration the strengths and needs of the student/group of students (rationale).

v. What examples are provided to show what and how lessons/activities were planned based upon student readiness?
  ▪ Make a T-chart to show goals and why they are appropriate.

v. What different kinds of learning styles were addressed in the planning of these goals, lessons, and activities?

v. How is technology a tool that enhances instruction?
  ▪ Show a connection to the Library Media Standards, National Technology Standards, and Content Area Standards together.
    ▪ What library standard goal is being enhanced by the use of technology to strengthen the content area goal? Later in the reflection you will need to keep “Were the student learning outcomes met?” in the fore front of your mind as you develop your goals and connections.

c. Instruction (INS)

NBPTS: INSTRUCTION (INS): How do teaching strategies and procedures facilitate student understanding, access, and effective use of information and technologies? How does the LMS include instruction of ethical or legal tenets?

v. What teaching strategies are used to help students’ understanding of the intended goals or learning outcomes?
  ▪ Have you identified the sequence by linking the goals G1, G2, etc. to the each tenet?

v. What procedures in the use of information and technology are emphasized for their ethical and legal use?
  ▪ Consider copyright laws, plagiarism, collaboration and instructional use, bibliography or citation of materials
What accommodations have been put in place to show different types of learning one-on-one, small group, and whole group?
- Give rationale for each of these choices and how they lead back to the student needs and learning.

d. Resources and Technologies (RT)

NBPTS: RESOURCES AND TECHNOLOGIES (RT): Were appropriate resources and technologies selected to promote student learning?

- How was the technology tools selected for these particular goals?
- What was the rationale for their use?
  - Make sure the technology is age appropriate
  - Make sure the curriculum drives the instruction, not the technology
  - Technology is a very broad term so describe what technology you are using and why.
- What are the intended learning outcomes from this unit in the areas of library media standards, technology standards and content standards?

e. Learning Environment (LE)

NBPTS: LEARNING ENVIRONMENT (LE): Is there evidence of a supportive environment that encourages equitable access to materials and technologies and evidence of the students’ interacting with that technology?

- What evidence shows a supportive environment that encourages equitable access to the materials and technology?
  - Current copyrighted materials for the up-to-date resources for the students to use.
  - Referring to the 'weeding' of the collection to stay current.
- What evidence shows and describes the students interacting with the technology as a tool in their learning?
  - Prior to this lesson teach the students the various technology and how it is used before the need for the higher level of understanding needed to fulfill the content standards.
- What evidence shows the understanding of library use and effective understanding of how to use library materials?
  - Prior to the lesson make sure students understand the various library media skills needed to have a higher level of understanding.
- What supportive environment is in place where students help students through problem-solving models?
  - Give rationale as to why or how you have set up this type of management within the library to encourage and support student collaboration.
f. Analysis (ANA)

NBPTS: ANALYSIS (ANA): Is there accurate analysis of the instruction and student learning as evidenced on the video recording and in the written commentary?

- What evidence on the video shows the environment being safe, inviting, warm, supportive, and engaging for all students?
- What management tool or system is used to create equity among the students?
- As the assessor views the video what are your input/comments, or silence/lack of comments, and rationale of each?
  - For example, the student stated xyz which told you they had part of the understanding of the task, so you asked additional questions to help guide the student back on task.
- Why did you say certain comments? Give rationale.
  - Why did you not say anything? Give rationale, such as silence is used when students need to make the next move in the discussion and give their thoughts. The teacher being quiet will make the students HAVE to think and come up with their own thinking or rationale.
  - Have you explained this to the assessor so they see what you are doing to make the learning go deep?
- How was learning enhanced by your actions?
  - Explain everything you did or did not do.
- What about the student who chooses not to participate?
  - Have you given your rationale through explaining your observations more meaningful? For example, a student stares and appears to not be participating, but his learning style is to be in a quiet setting so most of his work is done and he is available to others for help.
- Where are you identifying positive aspects of the video shown work?
  - Pay attention to the content and details on the video.
  - Have you replayed the video OVER and OVER again to pick out the connections?
- Looking at the video, what analysis of teacher talk vs. student-to-student makes the evaluation of this student learning?
  - Are the students really listening to each other and making comments about their thoughts OR do the students just want to talk bringing focus to themselves?
Look at the critical thinking skills and higher-level thinking; did the students’ attitude change towards the content?

- Did you see growth?
  - If you saw growth cite the specific moment in the video which proved it to you.

g. Knowledge of Library and Information Studies (KLIS)

NBPTS: KNOWLEDGE OF LIBRARY AND INFORMATION STUDIES (KLIS): Is there evidence of knowledge of library and information studies and of technologies?

- What library media standards are being used in these goals, lesson, strategies and assessments?
- What technology standards are being used in these goals, lesson, strategies and assessments?

- How have you woven 'Information Power', copyright and understanding of dated information in their use for their learning?
  - Where have you shown the need for citation of sources?
  - If websites are used refer to the knowledge the students have, based on evaluation of their quality NOT their availability.

- Have you shown how students need to focus on the task and keep referring back to their plan for content knowledge and learning?
- What line of questioning made student engaged in their learning?
- What resources in your collection supported the curriculum in this unit?
- Was the selection appropriate for this age level?
  - If yes, why? If not, why not?
  - Give rationale for your selection

h. Reflection (R)

NBPTS: REFLECTION (R): How did the candidate seek to improve his or her teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based on reflective practice?

- When you look upon this unit what was successful and what was not? If a segment was successful what made it successful?
  - Give very specific "data such as statements or events in the unit" to give the evidence for your rationale.
IF a segment of the unit was unsuccessful then what would you change to make this a better unit for the next time you would use it?

- What have you identified from the provided evidence?
  - What does the student growth dictate for the next step(s) in this instructional sequence?
- What strategies/alternative approaches would you include when you redevelop this unit?
- Reflecting on your teaching practice what strengths and stretches could you identify?
  - What did/did not impact students learning throughout the instructional sequence? Point to specific parts 'be honest'.
  - Factors could include: questions, instruction, resources used or not used.
- What identified adaptations/modifications made along the way or possible adaptations or modifications?
  - Cite specific student feedback used to influence instructional change you made to the lesson or strategies to connect to the goals.
- How you could move this lesson from good to great?
- What have you learned (good and/or bad) from this lesson that can be transferred to future lessons?
  - How has student growth or lack of modified future instruction?
  - Reflect effectiveness of instruction
    - change the instructional method, the materials, the environment, or the instructor
    - identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.