Volume Four

Adolescence and Young Adulthood/Social Studies-History
Early Adolescence/Social Studies-History
Early Adolescence through Young Adulthood/
World Languages Other than English
Working Wisdom VOLUMES

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Early Childhood through Young Adulthood / Exceptional Needs Specialist
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Introduction

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

**To advance the quality of teaching and learning by**

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

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

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

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

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

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

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

**How to Use this Guide**

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

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

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

**Support for National Board Candidates**

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

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

**Assumptions**

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

♦ You have read and studied the standards for your certificate area.

♦ You have read and studied the instructions for each portfolio entry for your certificate area.

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

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

**Getting Started**

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

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

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

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

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

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

Always aim for amazement.

What? So What? and Now What?

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

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

Other Staff Development Activities

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

Standards Matter

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

**Start Small**

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

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

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

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

Most high school language arts departments, however, represent a mix of experience that makes these two extremes seem rather simplistic—and the same can be said of most groups of teachers in most schools. What really matters is that the teachers involved identify their needs and focus on those standards that will help them best meet those needs. This is where effective school leaders are critical, whether in the role of superintendent, curriculum coordinator, director of staff development, principal, grade level or team leader, department chair, mentor, or good friend. Since most teachers are not 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:
Teaching Reasoning through Writing

Entry 2:
Fostering Civic Competence

Entry 3:
Promoting Social Understanding

Contributor:
Alvin Peters
Entry 1: Teaching Reasoning through Writing

a. Knowledge of Students (KOS)

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

♦ Don’t use everything listed below. Select only the areas that are specific to your setting and necessary to demonstrate student impact for the lesson explained (i.e., if you do a survey at beginning of the year to determine learning styles and you cite that survey, then you must also show how the lesson addresses different styles so that the lesson can connect to this aspect).

♦ Some of this information could be included in the contextual information:
  • Gender and age (include physical/psychological ages—e.g., 8-year-old thinks s/he is 16)
  • Community (urban/rural/suburban/exurban)
  • Employment opportunities
  • Geographical (environmental influences: ocean, mountain, prairie)
  • Cultural life experiences (e.g., gang-related environment, extended families for generations, level of diversity, access to museums and other institutions)
  • Academic ranges
    ▫ Strengths and weaknesses
    ▫ Honors, advanced placement, prerequisites
    ▫ Reading level/math level/writing level, (e.g., comfort within each, proficiency within each)
  • Student interests
    ▫ Art/sports/games/stories/etc.
  • Special Needs
    ▫ Medications
    ▫ 504 – IEP
    ▫ Para support
    ▫ Emotional level
    ▫ Physical development level
    ▫ ESL/ELL
    ▫ Student life experiences (e.g., foreign/foster/migrant/mobility/military)
    ▫ Gender issues
• Family
  ▫ Economics of household
  ▫ Free and reduced lunch
  ▫ Level of education of parents
  ▫ Structure (e.g., 2 parents/single parent/grandparents/foster/migrant/siblings/lifestyles)

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

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

• Ethnicity and languages spoken/written in the home

b. Valuing Diversity (DIV)

  ♦ Tell exactly what you do to promote fairness, equity, and access for all students.
  ♦ Tell how the writings are scored so as to remove as much bias as possible.
  ♦ Tell how you use the writings to promote understanding of others.
  ♦ Look at how your students are different and tell how your lesson takes those differences into account.

c. Goals/Connections (G/C)

  ♦ State the overarching goal(s) for the year addressed in the assignments.
  ♦ State the goal(s)/objective(s) for the unit.
  ♦ State the objective(s) for each assignment and tie those objectives to the overarching goals.
  ♦ Show how these assignments meet student needs. Provide examples of how they were planned based upon student strengths, weaknesses, and interests.
  ♦ Summarize the sequence of instruction for the unit.
  ♦ Make sure you note the specific content being taught.

d. Assignments (A)

  ♦ Much of this will be covered with the information you give to cover the goals and connections aspect. You do not need to repeat the information.
  ♦ Tell exactly what the students were asked to do.
  ♦ Tell why this is important to the students.
  ♦ Tell why this is important to the learning of social studies. (Give the rationale
for making the assignment.)

♦ Tell how the assignments connect to the goals for the unit(s)/year.

e. Instructional Resources (IR)

♦ List the different resources you used. Possible resources include the following: texts, trade/library books, videos, internet, websites, other teachers (all disciplines), CD’s, curriculum resources and ancillary items, library and research instruction, journals, outside speakers, other institutions (such as universities or museums), class web pages, Blackboard activities, T.V. programs, adaptations of novels, newspapers, periodicals, e-mail, Arts/Partners or other community programs and assets (songwriters, actors, artists of all types), web quests, computer games, slides, power point, overheads, manipulatives. Also student-initiated projects: job fairs, videos of students, audio, demonstrations by students, student hallway displays. Activities: role-playing, demonstrations, discussions, in-class writing and salon discussions, cooperative learning, collaborative writing and reciprocal reading, graphic organizers, student-written tests, cookbook, and student-designed experiments. Assessment resources: clickers, demonstrations, written assessments, formative and summative resources, rubrics (both teacher and student-designed), peer observations, projects.

♦ Show how you use technology in the lesson. It does not have to be fancy technology; it just has to be there and make sense.

♦ The contextual information sheet should indicate the level of technology available. (E.g., if only five of your students have internet access at home, it does not make sense to assign a blackboard discussion for over the weekend.)

f. Writing as a Thinking Tool (WTT)

♦ Tell whether this is interpretive, analytical, or persuasive writing.

♦ Give rationale for choosing this particular assignment for teaching this concept.

♦ Show how it requires students to use higher-order thinking skills.

g. Inter/Intra-Disciplinary Approach (ID)

♦ Tell which disciplines or sub-disciplines are connected here. (You may connect SSH with math, science, FACS, or any other discipline; you may, instead, connect two social studies sub-disciplines such as geography and history, geography and sociology, economics and psychology, etc.)

♦ Give the rationale of why this is important to the learning for these students.

♦ Show that the connection is strong.
h. Analysis (ANA)

♦ Remember essential concepts:
  • Remember the "so what?" factor.
  • Identify what the assessor is going to read and what it means.
  • Explain, don't describe, what it is the assessor is going to read.
  • After the commentary is read, when the assessor looks at the evidence, there are no surprises. It means what you said it means.

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

♦ Cite any modifications made during the sequence.

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

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

♦ Give rationale for your comments on the students' papers.

♦ Note students' strengths and misconceptions.

♦ Explain future techniques to correct the misconceptions.

i. Feedback (FB)

♦ Describe the feedback you gave to the students.

♦ Point out how it helps to re-affirm their strengths and correct their misconceptions.

♦ Give rationale for the feedback.

j. Content Knowledge (CK)

♦ Make sure you can point to various places in your entry where it shows you know the content of your subject.

♦ Also make sure you can point to examples of pedagogical knowledge.

♦ Finally make sure you can point to examples of content pedagogical knowledge.

k. Reflection (R)

♦ Identify and provide evidence from the student work that dictates the next step(s) in this instructional sequence.
  • Re-teach specific information.
• Extend 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 learning of this class. Strategies/alternative approaches could include:
  • Comparing/contrasting
  • Peer editing
  • Using graphic organizers
  • Collaborative/cooperative learning
  • Incorporation of technology

♦ Justify the reasons for the use for the identified strategies.

♦ Reflect on your teaching practice. Identify the strategies that did/did not impact students learning throughout the instructional sequence.
  • Point to specific parts that were successful AND explain why.
  • Point out specific parts that were not as successful/impacting AND explain why.

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

♦ Explain how you could move the lesson(s) from good to great.

♦ Identify what you learned (good and/or bad) from this lesson that can be transferred to future lessons.
Entry 2: Fostering Civil Competence

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

b. Goals/Connections (G/C)
   ♦ Refer to the suggestions provided in Entry 1.
   ♦ State the overarching goal(s) for the year addressed in the lesson.

c. Instruction (INS)
   ♦ Summarize the sequence of instruction for the unit.
   ♦ Make sure you note the specific content being taught.
   ♦ Tell how these instructional strategies deepen student understanding of social studies concepts.
   ♦ Tell how these instructional strategies foster civic competence (e.g., promote voting, promote tolerance of other’s views, promote participation in government).

d. Learning Environment (LE)
   ♦ Tell what you do to encourage students to participate in the lesson and to make them feel comfortable in your classroom.
   ♦ Cite examples from the video that show students comfortable in the environment.
   ♦ This aspect is assessed mainly based on what is seen on the video. Candidates typically do well with this aspect.

e. Engagement (ENG)
   ♦ Cite examples of how this shows that students appreciate, or are learning to appreciate, diverse opinions.
   ♦ Cite specific examples of student-student interaction. This may include both verbal and non-verbal.
   ♦ Note what part of the class is actively involved in the lesson. Cite both on and off video if needed.
   ♦ Video should show teacher-student and student-student interaction. Neither should overwhelm the tape.

f. Real-World Connections (RWC)
   ♦ Cite example(s) of students making connections between the lesson and the real world. At least one should be shown on the video.
♦ Note how your instruction led to the connection(s) mentioned above.

- Good example—“At that point, John said, ‘Like the current war in Iraq.’” Note whether the connection is accurate or not. Even inaccurate shows learning.

- Bad example—“At that point, I asked if there was any connection to the current war in Iraq, and several students said yes.” The connection was made by the teacher, not a student.

g. Analysis (ANA)

♦ Refer to the suggestions provided in Entry 1.

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

♦ Explain your input/comments, or silence/lack of comments, and rationale. Why did you say this? Why did you not say anything? Tell how learning was enhanced by your action/inaction.

♦ Tell how you dealt with the student on the video, if any, who chose not to participate?

h. Content Knowledge (CK)

♦ Refer to the suggestions provided in Entry 1.

i. Reflection (R)

♦ Refer to the suggestions provided in Entry 1.
Entry 3: Promoting Social Understanding

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

b. Goals/Connections (G/C)
   ♦ Refer to the suggestions provided in Entry 1 and Entry 2.

c. Instruction (INS)
   ♦ Refer to the suggestions provided in Entry 2.
   ♦ Tell how these instructional strategies facilitate reasoning and thinking.

d. Content Knowledge (CK)
   ♦ Refer to the suggestions provided in Entry 1.

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

f. Engagement (ENG)
   ♦ Refer to the suggestions provided in Entry 2.
   ♦ Cite examples of how student discourse relates to the topic even when you aren’t there with the small group.

g. Civic Competence/Social Understanding (CC/SU)
   ♦ Cite specific examples of interactions on the video that enhance student learning.
   ♦ Cite specific examples of interactions on the video that promote social understanding.
   ♦ Cite specific examples of interactions on the video that develop civic competence.

h. Assessment (ASMT)
   ♦ Describe how you assessed the students on this lesson.
   ♦ Tie the assessment into your knowledge of the students (e.g., tell why it is an appropriate method for this class).
   ♦ Note why it is educationally sound (accurate and appropriate).

i. Analysis (ANA)
   ♦ Refer to the suggestions provided in Entry 1 and Entry 2.

j. Reflection (R)
   ♦ Refer to the suggestions provided in Entry 1.
**Entry 1:**
Teaching Reasoning through Writing

**Entry 2:**
Fostering Civic Competence

**Entry 3:**
Promoting Social Understanding

**Contributor:**
Pat Mairs
Entry 1: Teaching Reasoning through Writing

a. Knowledge of Students (KOS)
   ♦ Gender, age, and number
     • Female/male
     • Physical age
     • Psychological age
   ♦ Community
     • Urban/rural/suburban/exurban
     • Geographical
     • Cultural life experiences
   ♦ Academic Ranges
     • Strengths and weaknesses
     • Honors, advanced placement, prerequisites
     • Reading level/math level/writing level (comfort and proficiency in each)
   ♦ Student Interests
     • Art/sports/games/stories/travels
   ♦ Special Needs
     • Medications/para support/504 - IEP
     • Physical development level/emotional level
     • ESL/ELL
   ♦ Family
     • Economics of household/free and reduced lunch
     • Educational level of parents/structure/cultural mindset
     • Technology level (understanding, access, use)
     • Languages spoken/written in the home

b. Valuing Diversity (DIV)
   ♦ Create class activities that promote individual learners.
   ♦ Make similar materials and resources available and accessible.
   ♦ Clearly define learning goals and expectations.
   ♦ Use models/rubrics.
   ♦ Be aware of potential problem-solving learning barriers.
♦ Consider the language, academic ranges, and family of your students.
♦ Clearly explain writing prompts to support all students.

c. Goals/Connections (G/C)
	♦ Determine a pretest/diagnostic tool.
	♦ Develop specific goals for each lesson in the unit and know the specific connection to student needs.
	♦ Explain WHY the lesson activity was a need for that student/group of students (rationale).
	♦ Examine examples of what and how lessons/activities were planned based upon student strengths, weaknesses and interests.
	♦ Explain HOW you determined student strengths, weaknesses, and interests.
	♦ Tell WHAT students did.
	♦ Explain HOW the writing assignments met the goals (overall/individual).
	♦ Explain WHY lessons were sequenced in a specific way and connect this to student needs and instructional goals.
	♦ Link SS-H content with instruction.
	♦ Link SS-H processes with instructional goals.

d. Assignments (A)
	♦ Explain the student assignment materials used.
	♦ Explain instructional methods, anticipated strategies, and sequence.
		• Differentiated instruction
		• Evidence of student growth should be tied to goals.
		• Include words in writing prompts such as why, explain, justify, convince, how, incorporate, defend, examine, compare/contrast.
	♦ Explain how the assessment is
		• Relevant and specific (Provide evidence assessment measured what you needed it to measure. Identify which parts measured which goals.)
		• Performance-based. Provide valid evidence.
		• Individualized (Evidence is based on student abilities. Students have different goals.)
	♦ Discuss SS-H connection to instruction.
		• Identify the disciplines and sub-disciplines.
♦ Explain WHY students need to know this.
♦ Examine real-world connection (learning transfer).

**e. Instructional Resources (IR)**

♦ Identify, explain, and connect to learning goals.
  
  • Texts, trade/library books, novels, newspapers, periodicals, journals
  • Curriculum resources and ancillary items, library and research instruction
  • Other teachers (all disciplines), speakers, para-educators, student teachers
  • CD Roms, DVDs, videos, films, TV programs
  • Arts/Partners or other community programs and assets, museums
  • Blackboard activities, games, graphic organizers
  • Student-initiated projects, job fairs, demonstrations, displays
  • Activities, role-playing, discussions, in-class writing, cooperative learning
  • Technology (computers, projectors)
  • Internet/websites/web pages/e-mail/power points
  • Smart Board/overhead projector/cameras
  • Decisions on resources
  • Rationale and relevance
  • Student interest
  • Affordability, availability, and accessibility
  • Versatility, reliability, and alternate/supplemental plans

**f. Writing as a Thinking Tool (WTT)**

♦ Define, understand, and differentiate the writing types.
  
  • Analytic (Student examines and reasons complex issues and concepts using specific connections.)
  • Persuasive (Student convinces reader of a position or opinion using specific evidence.)
  • Interpretive (Student explains his/her understanding of a topic or problem using specific evidence.)

♦ Writing shows students’ developing abilities to connect thinking and reasoning.
♦ Provide evidence such as facts, maps, graphs, news articles, and diagrams.
♦ Provide evidence that supports students’ learning.

**g. Inter/Intra-Disciplinary Approach (ID)**

♦ Identify sub-disciplines within SS-H.
  • Geography
  • Economics
  • Individuals, groups, cultures
  • Civics-government
  • History (ancient/world/American/state/local)

♦ Identify other disciplines and their sub-disciplines.
  • Science and health (environmental/physical/chemical/biological)
  • Math (geometry/measurement/scale/graphs/computation)
  • English-communication arts (verbal/non-verbal/written)
  • Art
  • Music

♦ Recognize the strengths of these SS-H discipline/sub-discipline connections.

♦ Explain the relationships.

♦ Compare/contrast and justify the impact on student learning.

♦ Identify and emphasize positive student learning enhancement.

**h. Analysis (ANA)**

♦ Remember the “so what?” factor.

♦ Identify and explain what the assessor is seeing/reading and what it means.

♦ Show awareness of students’ understanding and misunderstanding.

♦ Cite specific evidence that proves students did/did not achieve the goals.

♦ Cite and give rationale for modifications made *during* the sequence.

♦ Tie this to other SS-H aspects such as real-world connection.

♦ Explain all feedback (your input and comments or lack of comments).

♦ Justify everything you did or did not do.

♦ Introduce future instruction.

♦ Reflect on effectiveness of instruction.

♦ Identify possible changes in instruction (e.g., method, materials, environment, instructor).
♦ Justify possible modifications based on student growth.
♦ Explain assessments.
  • Student relevant/specific/standardized/performance-based
  • Formative/summative
  • Objective/subjective
  • Formal/informal

i. Feedback (FB)
♦ Identify communication types (teacher-to-student, student-to-student, student-to-teacher).
♦ Cite delivery methods (verbal/written, specific/general).
♦ Suggest and examine direction for improvement.
♦ Must recognize and encourage students’ abilities to develop and express their reasoning through writing.

j. Content Knowledge (CK)
♦ Link important SS-H content with appropriate SS-H instruction.
♦ Focus on teaching practice, not the level of student performance.
♦ Different instructional challenges may not be opposites (high/low).
♦ Connect student learning through past/present SS-H aspects (e.g., environment/current events/location/conflict).

k. Reflection (R)
♦ Identify and provide evidence from student work/growth that dictates the next step(s) in this instructional sequence.
♦ Reteach specific information.
♦ Design an extension activity based on student needs/interests.
♦ Fill in gaps and provide clarification of concepts.
♦ Modify pacing (accelerate or slow down instruction).
♦ Identify and justify possible alternative approaches стратегии that could impact student learning of this particular group(s) of students.
  • Compare/contrast
  • Peer edit/hands-on/graphic organizers/differentiated instruction
  • Collaborative/cooperative learning
  • Incorporation of technology
• Reflect on your teaching practice to identify and explain the successful and non-successful part(s) that did/did not impact students’ learning throughout the instructional sequence using factors.

• Activities/questions/resources used or not used

• Sequence of activities/assignments/instruction

• Cite specific student feedback used to influence instruction.

♦ Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
Entry 2: Fostering Civic Competence

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

b. Goals/Connections (G/C)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Connect the whole-class lesson to the specific goals for this lesson.
   • Justify HOW and WHY it is appropriate.
   ♦ Explain WHY the lesson was designed in a specific way.
   • Connect this to student needs and instructional goals.
   • Link SS-H content with instruction.
   • Link SS-H processes with instructional goals.
   • Promote civic competence.

c. Instruction (INS)
   ♦ Explain WHAT the students did prior to the video.
   • Connect these prior lessons to students’ needs and their learning goals.
   • Connect these prior lessons to instruction.
   • Explain WHY these lessons came before the video.
   • Connect their importance to the video.
   ♦ Explain WHY the lessons were sequenced in a specific way.
   ♦ Explain civic competence.
   • Detail its connection to the assignment.
   • Explain what supports this connection in the video.
   • Justify its importance to student learning.

d. Learning Environment (LE)
   ♦ Student growth should be tied to goal(s).
   • Identify specific references to student growth as cited in the evidence.
   • Explain HOW student(s) demonstrated higher level thinking skills (problem-solving, critical thinking skills, etc.).
   ♦ Cite evidence on the video that supports/encourages trust and equity.
   ♦ Identify positive learning environment.
   • Warm, comfortable, and inviting
• Interaction between students
• Essential materials and equipment to facilitate learning

♦ Examine WHAT guarantees fairness for all students.
♦ Explain factors that guided your decision to provide trust and equity in this way.
♦ Intertwine learning goals and SS-H.
  • Disciplines and sub-disciplines/community/civic competence

e. Engagement (ENG)

♦ Explain the learning environment shown on the video.
  • Accommodations (safe and inviting), materials
♦ Examine the design and layout of the classroom.
  • Explain the arrangement.
  • Explain desk/seat groupings.
  • Cite examples to explain its effect on achievement of learning goals.
♦ Explain classroom learning interactions.
  • Student-to-student, teacher-to-student, student-to-teacher
  • Cooperative/collaborative
  • Verbal/non-verbal
  • Freedom to ask questions
  • Signs of interest (Identify facial expressions. Cite reactions such as laughter, nodding.)
♦ Recognize and respect diversity.
  • Differentiated learning
  • Student grouping and seating
  • Models incorporating multi-levels on instruction
  • Non-threatening

f. Real-World Connections (RWC)

♦ Provide examples of WHAT and HOW lessons/activities were planned based upon student strengths, weaknesses, and interests.
  • Explain HOW you determined student strengths, weaknesses, and interests.
  • Tell WHAT students did.
• Explain HOW these lessons/activities met the goals (overall and individual).
  ♦ Link SS-H content with SS-H instruction.
    • Disciplines and sub-disciplines
    • Community/civic competence/environment
  ♦ Connect to real-world experiences.
    • Current events/literature/movies/travels/field trips
    • Conflicts/movements/trends

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

h. Content Knowledge (CK)
  ♦ Refer to suggestions provided in Entry 1.

i. Reflection (R)
  ♦ Refer to suggestions provided in Entry 1.
Entry 3: Promoting Social Understanding

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

b. Goals/Connections (G/C)
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Connect the video lesson to the specific goals for this lesson.
      • Justify HOW and WHY it is appropriate.
   ♦ Connect the small group interaction to the specific learning goals.
      • Justify HOW and WHY it is appropriate.
   ♦ Promote social understanding.

c. Instruction (INS)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ Explain how instruction deepens students’ SS-H understanding.
      • Identify the disciplines and sub-disciplines.
      • Explain WHY students need to know this.
      • Cite examples of developing attitudes toward SS-H understanding.
   ♦ Recognize and incorporate real-world connection.
      • Explain social understanding.
      • Detail its connection to the assignment.
      • Explain what supports this in the video.
      • Justify its importance to student learning.

d. Content Knowledge (CK)
   ♦ Refer to suggestions provided in Entry 1.

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

f. Engagement (ENG)
   ♦ Refer to suggestions provided in Entry 2.

g. Civic Competence/Social Understanding (CC/SU)
   ♦ Cite examples of lessons/activities based on student strengths, weaknesses, and interests.
• Explain HOW these strengths, weaknesses, and interests were determined.
• Explain HOW these lessons/activities met the goals (overall and individual).

♦ Cite examples of instructional interactions enhancing student learning.
  • Explain the connection to learning goal(s).
  • Justify WHY students need to know this.

♦ Cite examples of lessons linked to civic competence.
  • Explain the connection to learning goal(s).
  • Justify WHY students need to know this.

♦ Cite examples connecting social understanding and student learning goals.
  • Explain the connection to learning goal(s).
  • Explain the information that leads to this connection.
  • Connect social understanding to the real-world.
    ▫ Current events/literature/movies/travels/field trips
    ▫ Conflicts/movements/trends

h. Assessment (ASMT)

♦ Make it relevant.
  • Evidence measured what you needed it to measure.
  • Explain which part(s) measured which goal(s).
  • Cite specific examples.

♦ Make it performance-based.
  • Provide valid evidence as a constructed response (narrative/persuasive/interpretive/analysis; compare/contrast).
  • Modifications and/or accommodations
  • Differentiated instruction
  • Evidence of student growth

♦ Explain assessment tools.
  • Concrete (a physical product/data/portfolio/student-developed)
  • Video recordings
  • Observable/measurable/quantifiable

♦ Student growth should be tied to goal(s).
  • Identify specific references to student growth as cited in the evidence.
• Explain HOW student(s) demonstrated higher-level thinking skills (problem-solving, critical thinking skills, etc.).

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

j. Reflection (R)
   ♦ Refer to suggestions provided in Entry 1.
Entry 1:
Designing Instruction Over Time

Entry 2:
Building Communicative and Cultural Competence

Entry 3:
Engaging All Learners

Contributor:
Karen Tritt
Entry 1: Designing Instruction Over Time

This is probably the easiest, but perhaps the most time consuming, of the four entries to complete. Do not create a new lesson. Use something you are already doing. (You may have to tweak your lesson a bit but do not add stress to your life by starting from scratch.) Pick a previously-taught lesson/unit that incorporates

- manipulatives/hands-on learning opportunities,
- clear learning goals,
- much student speaking in the target language,
- a variety of instructional strategies
- a cultural aspect (implicit or explicit),
- multiple styles of assessments,
- non-textbook materials,
- a mix of teacher-to-student and student-to-student interactions, and
- a variety of thoughtfully spiraled learning activities.

Even though the entry asks you to analyze and reflect on the learning of just two students, I would strongly recommend you focus on four to six students. Teach the unit with the mind-set that any of the four to six you’ve mentally pre-selected could end up being the final two for the entry. In other words, do not narrow down the two students before you teach the unit/lesson. The two best choices will become apparent.

a. Knowledge of Students (KOS)

♦ For “Contextual Information” portion, consider the following:

- Use the following sources: QPA building profile, school counselors, school nurse, district office and/or publications, IEPs, parents, etc.

- Poll and survey students on non-confidential issues: pre- and post-surveys, previous language studies, interest surveys, learning styles, personalities, etc.

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

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

  - Academic ranges (multi-grade classrooms, strengths and weaknesses, honors, advanced placement prerequisites, reading-writing levels, etc.)

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

  - Student interests (art/sports/drama/etc.)

  - Family (economics of household, free and reduced lunch, level of parental education, family structure, cultural mindset [e.g., Ruby Payne – Understanding Poverty], level of technology)
 Wisdom

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▫ Ethnicity (native speakers, languages spoken at home)
▫ Cultural issues (religion, holidays, observances, attire, etc)
▫ Community (urban, rural, suburban, exurban)
▫ Geographical (any environmental influences)
▫ Cultural life experiences (gang-related environment, extended families, level of diversity, access to library and museum, etc.)
▫ Career plans of students

♦ For your selected two students, consider the following:
  • Use any of the above “Contextual Information” that is helpful. But now you must focus on the specific learning styles, personalities, and needs of your selected 4-6 (see preface) targeted students.
  • Other resources for gleaning information about the 4-6 students:
    ▫ Student conferences (formal or informal)
    ▫ Parent-teacher conferences (formal or informal)
    ▫ Observations of classroom behavior
    ▫ Previous language teacher’s input/observations
    ▫ Surveys, polls, (can be completely informal – “raise your hand if you ...”)

♦ Suggestion: One idea is to use a spiral notebook. Allow 5+ pages for each student. Record everything you know about each of the 4-6 prospective students; keep track of responses to informal polls; write observations about each student’s classroom behavior, successes, challenges, etc. Another idea is to use a file crate with separate files for each student. Either way, you need to keep data in some organized manner. This is part of why this entry is time-consuming. But this step will help you select the two key students AND it will give you data and insight for your reflective summary at the end.

b. Knowledge of Language (KOL)

♦ Use the target language whenever possible, both you and your students.

♦ Without a video as evidence of your use of the language, you must be convincing that you used the language in the assessment, feedback to students, and/or instruction. Ways to do this include
  • With the student work samples you submit, make sure you have some comments to student written in the target language.
  • If appropriate for the language level, have assessment prompts in the target language.
  • In your written commentary, tell what you said and how you responded.

♦ As you write the description and analysis portions of the entry, keep in mind
that the assessor may not speak the language you teach.

c. Goals of instruction (G/I)

♦ Goals tell what you want the students to be able to do with language at the conclusion of this unit of instruction. Tell what real-life language skill you want the students to be able to do as a result of the instructional sequence.

♦ Explain the goals prior to this featured instructional sequence.

♦ Tell why the goals you have identified are important and relevant to student learning. Relate it to your students’ level of language acquisition, if possible.

♦ Remember activities are not goals.

d. Assessment (ASMT):

♦ Select assessments that are appropriate for the age and language level of your students.

♦ The goal is to use an early assessment to determine student progress, to adjust/modify instruction based on student response to the assessment, to provide continued learning opportunities for student learning, then to use a summative tool to monitor student progress toward goal.

♦ Remember assessments can be formal or informal.

♦ An accomplished teacher will use a variety of assessment formats to glean information about student progress, not just a paper quiz or test provided by the textbook publisher. Consider

  • games that require a written response
  • bellringer activities that require a written response
  • listening activities that require a response
  • written activities (draw-and-describe, write an email to …, make a list of …, etc.)
  • computer/lab activities (if those resources are available to you)

♦ Tell why that assessment is appropriate for each student you have selected. (Go back to your spiral and re-read what you know about each student. Why was this assessment activity/format good for Student A? Why was it appropriate for Student B? This is actually analysis covered in more depth below.)

♦ How did you provide feedback if the assessment was informal? What did you say? What did you do? How did you respond? Remember to use the target language (KOL from above section).

♦ Suggestion: Keep data from assessment #1 for all 4-6 students.

♦ The WLOTE content area is highly conducive to performance assessments.
Consider possible summative assessments other than a publisher-provided test. How will you know if the student has accomplished the real-life goal you established at the start of this learning sequence? Consider

- skits
- oral presentations
- smoosh books
- powerpoints
- stories

♦ If you choose a performance assessment, you can require the student submit a written copy of the script or presentation as part of the assessment that can be submitted with this entry.

♦ If you select a performance assessment, you will need to submit your rubric showing what was evaluated and how you assessed the student.

♦ All feedback must be meaningful, clear, and relevant. This is difficult to do in the target language, especially in the lower levels. That’s okay. In this case, being meaningful and relevant trumps target language.

♦ Suggestion: I went to Kinkos and made color copies of my students’ work and of the rubric on which I had evaluated their work (and provided feedback when possible in the target language). I gave the originals back to the students and submitted the color copies with my portfolio.

d. Instructional Resources (I/R):

♦ Simply: Use resources other than the textbook!

♦ Most textbooks provide an array of ancillary materials. If appropriate for your instructional sequence, use them. Use teacher-created materials. Use video. Use audio activities. Use songs. Use manipulatives. Use movement and motion. Show that you are not a turn-the-page teacher. Show that you can engage students through a wealth of purposeful instructional resources. Make sure your materials and activities are culturally accurate.

♦ However, all of your instructional resources MUST support the instructional goals and connect students to learning. Everything must have a purpose.

♦ Make sure your resources are age-appropriate, current, and relevant.

e. Instruction (INS):

♦ Once you see how your 4-6 target students responded to Assessment #1, tell what you learned (analysis). And, most importantly, tell how you used that knowledge to plan your next instructional sequence.

♦ Based on evidence from Assessment #1, you must define clear, personalized instructional goals for each of the targeted students. Then, based on the
learning styles, personalities, etc. of each student, you must design instruction that brings each student to that new goal.

♦ This section – instruction-based-on-analysis – is the crux of the entry.

♦ Show how well you know the students (KOS).

♦ Show your knowledge of second language acquisition. Use Stephen Karshen’s theories as a reference (e.g. – CI+1, monitor hypothesis, etc.). If you are a TPRS teacher, cite Blaine Ray’s theories.

♦ Show your knowledge of brain research, long-term vs. short-term memory, learning styles, etc.

♦ Show that you can familiarize students with the products, practices and perspectives of the target culture. Language and culture are intertwined. How are the two inter-meshed in your instruction?

♦ Explain how learning was enhanced by your actions. You may need to reference other informal assessments done in class to show student progress toward goal.

♦ Keep in mind that you may need to do several “Assessment #2’s” in order to find the one that fulfills all the requirements.

g. Analysis (ANA):

♦ Analysis is critical to the success of this entire entry.

♦ In the Portfolio Instructions go to the “Get Started” section do the practice activities. DO NOT SKIP this step.

  - After Assessment #1, ask yourself for all 4-6 targeted students:
    
    ▫ What did student do correctly? Incorrectly?
    
    ▫ What is the most striking feature of the response?
    
    ▫ What patterns emerge in the response?
    
    ▫ What misconceptions does the student have?
    
    ▫ What insight is revealed in the response?

♦ Did the student achieve the initial set of goals? If yes, cite evidence to prove it. If no, cite evidence to show what skills still need to be developed.

♦ Remember, you are being evaluated on the quality of your analysis not the quality of student work.

♦ You must include references to the student’s prior language experiences in your analysis, even if they are first-year students with no previous language exposure.

♦ In your written summary, identify what the assessor will see on the submitted student sample.
h. Reflection (R):

♦ Identify areas that were successful and why. Point out specific examples. Justify with evidence.

♦ Identify areas that were not as successful and why. Point out specific examples. Justify with evidence.

♦ Tell what you would do differently next time and why.

♦ Justify your reasons for using the identified strategies (technology, hands-on, role-play, graphic organizers, etc.).

♦ Identify possible alternative approaches that might be effective paths for student learning.

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

♦ Identify what you learned from this lesson that can be applied to future lessons.

♦ Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
Entry 2: Building Communicative Cultural Competence

This entry is more restrictive than the other two entries. As you contemplate what you teach, you can probably identify multiple lessons or units that can be adapted to fit the requirements of Entry 1: Designing Instruction Over Time. Or you can easily think of lessons that have multiple learning opportunities for Entry 3: Engaging all Learners. However, this entry is completely unique to WLOTE. It requires careful planning and forethought because the lesson must incorporate so many different elements of instruction AND must have a strong element of culture (with authentic materials) woven with a real-world communicative task.

♦ Plan this entry first since it is the most restrictive.

♦ Identify several (2-3) lessons/units that are possibilities based on the requirements. Thus, if the video doesn’t work (or isn’t appropriate) with the first lesson you tape, you have a back-up-plan ready to implement.

♦ Videotape early and often. (Murphy’s Law is alive and well. It never fails. You will identify the ideal lesson for this entry and something unexpected will happen—to the camera, to the battery, to the microphone, whatever—on the day you plan to tape your “golden segment”.) Tape early and often so both you and the students get used to a camera running, and so you will have all the bugs worked out before the critical video-recording days. Be sure to practice with the best placements for the microphone.

♦ Remember that a textbook is not an authentic material (or realia). If you have no authentic materials on which to base a lesson, go find them now. Authentic materials can include but aren’t limited to
  • photographs
  • artifacts
  • foreign films or videos
  • menus
  • authentic food items
  • labels on food items
  • works of art
  • foreign webpages
  • anything that was printed, painted, created, designed, grown, or produced within, and specifically for use in, the target culture

♦ Authentic materials are not textbooks, publisher-created webpages, publisher-printed photos, or items made in another country for primary consumption and use in the U.S.

♦ Note: You do not have to show the authentic materials on the video. But the backbone of this entry is the tie between culture and communication. It is evidenced in your goals and then pervasive throughout the instruction. Your
written commentary will show the assessor how you tied authentic materials to culturally appropriate communication, even though the “authentic materials” portion of instruction may not be featured on the video.

a. **Knowledge of students (KOS):**
   ♦ Refer to suggestions provided in Entry 1. Remember to include only contextual information that is relevant to your instruction.
   ♦ Explain how knowledge of your students influenced the video segment that the assessor will see on the video.
   ♦ This entry requires that you show a “deep” knowledge of your students as individuals and as language learners. Tell how their language backgrounds and previous experiences influenced instruction.

b. **Goals and Connections (G/C):**
   ♦ Refer to suggestions provided in Entry 1.
   ♦ One of the goals for this entry should reflect a cultural element. A second goal should relate to communication. And, most importantly, the two must tie together in some way. You can certainly have more than two goals, but all of the goals must drive instruction.
   ♦ Justify your reasoning for selecting these goals. Tell why they are important to student learning and language acquisition. Use this opportunity to show KOS and KOL.
   ♦ While the NBCTS process never recognizes the national standards (Five “C”s) defined by ACTFL, similar wording is used in the NBSTC standards. You’d be remiss not to acknowledge that, as an accomplished teacher, you design instruction with those five C’s in mind. Culture, Comparisons, Communication are all present in this entry. This small reference to ACTFL shows the assessor that you are informed and cognizant of what is happening at a national level, which ties to Standard XIII: “Professional Communities.”

c. **Instruction (INS)**
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Tell how the instructional sequence shown on video connects with previous and post instruction.
   ♦ Show your knowledge of adolescent behavior and learning styles (need for movement, need for relevancy, attention span, memory, etc.). Tell how your knowledge of student development influenced the instructional activities you selected for this lesson.
   ♦ Show that instruction is carefully and purposefully sequenced. Show how the learning is spiraled, how it connects to and expands previous learning.
   ♦ Show your knowledge of language acquisition. Cite experts in the field if you are incorporating any of their theories into your daily practice. Tell how
your knowledge of language acquisition influenced the sequence of activities selected for this lesson.

♦ In your instructional sequence, include opportunities for open-ended expression. Tell how and why this enhances linguistic ability and student confidence with language.

♦ Additionally in your instructional sequence, you need to give students the opportunity to communicate in the interpersonal, interpretive, and/or presentational modes. You may not have all three present in the instruction, but you need, obviously, at least one and you must identify it in your written commentary.

♦ Suggestion: You may want to survey your students at the end of the unit asking them what they learned, thought, felt, etc. This will give you student quotes to use in your reflection and/or analysis.

d. Appreciation of Culture (AOC):

♦ Tell how this sequence of instruction allows students to experience or expand their awareness of the products, practices, and perspectives of the target culture.

♦ Remember that culture is not a single event. It’s the norms, the actions, the unexplainable rules within a society. Those actions, norms, rules become evident through art, through food, through gestures, through the media, through daily life, etc.

♦ Allow the students to make comparisons between their own culture and the new culture. In your reflection, tell if there were any “aha” moments as students made comparisons and connections.

e. Knowledge of Language (KOL):

♦ Refer to suggestions provided in Entry 1.

♦ Use the target language to question students and to paraphrase.

♦ A wisely-selected video segment will show your interaction with the students in the target language. It should not focus entirely on you but should allow the assessor to see how comfortable you are at using the target language with your students on a regular basis.

f. Learning Environment (LE):

♦ Tell what you do to lower the “affective filter” in your classroom. Tell what you do to encourage student interaction and to ensure that students feel emotionally safe to take risks with language.

♦ Demonstrate that students are engaged in real-world activities where they are encouraged to use the target language for their own needs.

what you do. Celebrate. Make these actions an every-day-practice and your love-of-teaching will come through on your video!

♦ Do not worry if your class is not perfect! Off-task kids reside in every classroom in the nation. It’s not new. Don’t sweat it. Instead, address it in your written commentary. Acknowledge it based on your KOS. That student’s behavior gives you valuable material for the reflection portion of the entry.

g. Instructional Resources (IR):

♦ Refer to suggestions provided in Entry 1.

♦ You must be convincing that you can use and adapt a “variety of authentic materials.” To me, that implies “use at least two or more” authentic materials. However, you must interpret “variety” in your own way.

♦ See the preface above about what is and is not “authentic material.”

♦ You need to be convincing that your students are being exposed to multiple aspects of language and culture. (Again, reinforcement for the more-than-one-authentic-material concept.)

h. Assessment (ASMT):

♦ Refer to suggestions provided in Entry 1.

♦ Though assessment is not the driving force behind this entry (as it is in Entry 1) an accomplished teacher is always monitoring student progress toward the goal—regardless of the lesson, level, or language.

♦ Tell how you identified student learning. Tell how that learning connected with your goals. If you modified instruction because students were not progressing toward the goal, tell how you modified.

♦ Remember that many of the best assessments are informal.

i. Analysis (ANA):

♦ Refer to suggestions provided in Entry 1.

♦ Reread the section in the Portfolio Instructions about the different types of writing. (You may think you don’t need to do this, but you do.)

♦ Analysis = answering the “so what?”

♦ Answer the questions: What does it mean? Why is that significant?

♦ If you describe it, you need the subsequent analysis. The “it” in that sentence might be a learning activity, a student response, an off-task behavior, a writing prompt, a listening exercise, etc. Without the analysis, the “it” is irrelevant to the entry.

♦ You must be ready to defend why you included that piece of information in this entry. What bearing does it have on the big picture? If you cannot defend the description with an analysis, delete the description.
♦ Make your writing as clear as you can for the assessor. Remember that you know the students better than he/she does.

j. Reflection (R):

♦ Refer to suggestions provided in Entry 1.
ENTRY 3: Engaging all Learners

Do not be fooled by the title of this entry. Candidates tend to think they have demonstrated their cultural expertise in Entry 2, so it is not as important in this entry. Not true. The Level 4 rubric for this entry references the word “culture” no less than four times.

After the very structured focus of Entry 2, this entry is somewhat broader. It includes three key components: a “mosaic” of authentic materials and resources; a wide variety of carefully selected and differentiated learning activities in which students are actively engaged; and, an emphasis on constructive learning and communication.

Other WLOTE candidates have indicated this was the most difficult entry. Many of us incorporate two of the three required elements—in different combinations—into our instruction on a daily basis. But adding the third element into instruction makes this more challenging. Most of us do not pull a plethora of authentic materials into our classrooms every day. Unfortunately, finding appropriate, authentic resources takes time and often money. Thus, determining which sequence of instruction to select for this entry is not usually as obvious as for the other two entries.

So what is the difference between Entry 2 and Entry 3 if they both want communication and culture?

► Entry 2: Emphasis is on demonstrating your skill at pulling culture into a content-based lesson. Ideally, the goal is for students to have an “aha” moment where they realize, “In the Spanish/French/German culture, they do/make this because _______. Cool!”

► Entry 3: Emphasis is on demonstrating your skill at using multiple paths to developing communicative competence, of which one or more of those paths is/are supplemented with authentic materials.

♦ Accept the fact that this exact sequence of instruction may not already exist in your repertoire.

♦ The authentic materials/resources should support the communication goal.

♦ As with the previous entry, you do not need to show the students using the authentic materials in the selected section of videotape. But the authentic materials must be clearly referenced in your written commentary.
The “Making Good Choices” section of the portfolio suggests you select a lesson in which students “are likely to be engaged in constructive and meaningful discourse.” Begin your lesson search with that in mind. Identify an over-riding goal for the lesson. Then determine how you can use a variety of methodologies to engage all learners and move them towards that goal. At least one of those methodologies should include authentic materials or realia. It sounds so simple . . .

Remember! Entry 2 and Entry 3 will be evaluated by two different assessors in two different parts of the U.S. If there is wording in your written commentary from Entry 2 that applies directly to Entry 3, by all means use it—or tweak it—then use it (e.g. references to language acquisition theorists, reference to ACTFL’s 5 “C”s, etc.).

a. Knowledge of students (KOS):
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Remember to include only contextual information that is relevant to your instruction.

b. Goals and Instruction (G/I):
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Justify your reasoning for selecting the goals. Tell why they are important to student learning and language acquisition. Use this opportunity to show KOS and KOL.
   ♦ Show a connection between your goals and the cultural component.

c. Knowledge of Language (KOL):
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.
   ♦ Use the target language to question students, offer instructions, provide feedback, and to paraphrase. Let the assessor see how comfortable you are using the target language with your students.
   ♦ The Level 4 rubric requires an input-rich environment. Do it! Then reference Krashen’s CI+1 theory in the written commentary.
   ♦ A wisely-selected video segment will show your students actively engaged in a constructive, communicative lesson. It should also show some form of student grouping besides straight teacher-to-student interaction. Remember your video can also show the input-rich background in your class. Don’t focus on it entirely but tell how that environment supports student learning.
d. Instruction (INS)

♦ Refer to suggestions provided in Entry 2.

♦ Be certain to include an opportunity for students to use constructive communication!

♦ Very important: Include a variety of activity formations: whole class, group or pair, and individual.

e. Engagement of Students (ENG):

♦ Show that you can actively engage all students. If one student is off-task in one activity, show or tell how he was more engaged in another. Demonstrate your knowledge of that student. Tell why his/her behavior was or was not surprising.

♦ Remember that no one is evaluating your students’ behaviors.

♦ Demonstrate that students are engaged in real-world activities where they are encouraged to use the target language for their own needs.

♦ Select a variety of activities. Reference Gardner’s multiple intelligences.

f. Learning Environment (LE):

♦ Refer to suggestions provided in Entry 2.

g. Instructional Resources (IR):

♦ Refer to suggestions provided in Entry 2.

♦ Refer to the preface in Entry 2 regarding what an authentic resource is and is not.

h. Analysis (ANA):

♦ Refer to suggestions provided in Entries 1 and Entry 2.

i. Reflection (R):

♦ Refer to suggestions provided in Entry 1.

♦ This entry specifically asks you reflect on the value of your selected resources. Pay close attention to the effectiveness of each activity/resource. Which ones are effective in moving students toward communicative competence and which did not meet your expectations?