Entry 1:
Analysis of Student Growth in Reading and Writing

Entry 2:
Instructional Analysis: Whole Class Discussion

Entry 3:
Instructional Analysis: Small Groups

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Entry 1: Analysis of Student Growth in Reading and Writing

a. Knowledge Of Students (KOS)

♦ Use the following sources: QPA Building Profile, building secretary, district office, district publicity information (pamphlets, web sites), other educational professionals, IEPs, parents.

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

♦ Perform an internet search on the city you teach for community data.

♦ Each section below will affect what and how you teach your specific students. Select only the areas below that are specific to your setting and necessary to demonstrate student impact for the lesson explained in the selected portfolio. Much of this information could be included in the contextual information:

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

  • Academic ranges (strengths and weaknesses; honors, advanced placement prerequisites; reading level/math level/writing level; comfort within each, proficiency within each)

  • 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)

  • Student Interests (art/sports/games/stories/etc.)

  • 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]; level of technology, e.g., understanding, use and access to computers, internet, e-mails)

  • Ethnicity (languages spoken/written in the home)

  • Cultural issues (religion; holidays; observances)

  • Community (urban/rural/suburban/exurban; employment opportunities, e.g., school district largest employer, factories, self-employed farmers)

  • Geographical (environmental influences)

  • Cultural life experiences (e.g., gang-related environment, extended families for generations, level of diversity, access to museums and other institutions)
b. Goals/Connections (G/C)

♦ Determine a pretest/diagnostic tool. (Explain how you determined student strengths and weaknesses.)

♦ Develop specific goals for each lesson that supplement the overall goals in the unit.

♦ Know a specific connection to student needs.

♦ Explain why the lesson/activity was a need for that student/group of students (rationale).

♦ Label goals (G1, G2, etc.) throughout commentary.

c. Analysis Of Student Responses (ANA)

♦ Remember the “so what?” factor.

♦ Identify what the assessor is going to see and what it means.

♦ After the commentary is read, when looking at the evidence, make sure 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 it. 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 standards (KOS, environment, goals/connections).

♦ Explain your feedback.

♦ Explain how learning was enhanced by your actions.

d. Reading Process (RP)

♦ Presentation of two selected texts must be different: one print and one non-print. Cannot use same text presented in different medium.

♦ Focus on student’s analysis of text, not the text. Comment on how the student reads, critically thinks, and interprets.

♦ Student response to text must be varied. Each student must have one response in a non-print medium.

♦ The two students will have different needs and different goals. Demonstrate you KOS and command of content pedagogy by making them appropriate for each student.

♦ Meaningful, timely feedback is crucial.
e. Writing Process (WP)

♦ Select student writing samples to demonstrate your knowledge of the writing process.

♦ The two students will have different needs and different goals. Demonstrate you KOS and command of content pedagogy by making them appropriate for each student.

♦ Demonstrate strategies linked to each student’s needs.

♦ Meaningful, timely feedback is crucial.

f. Assessment (ASMT)

♦ The word evidence refers to materials sent with portfolio to verify commentary. The word tools refers to materials, approaches, strategies used to demonstrate performance.

♦ Make it relevant (evidence that assessment measured what you needed it to measure; identify which part or parts of the assessment measured which goal or goals; be specific).

♦ Assessments should be measurable, observable and varied.

♦ Assessments should be both formative and summative.

♦ Use pre- and post-testing.

♦ Provide examples of feedback to student.

♦ Make it individualized (evidence based on student abilities; differentiated instruction; modifications and/or accommodations; evidence of student growth).

♦ Discuss student growth (tied to goal(s); identify specific references to student growth as cited in the evidence; explain how student(s) demonstrated higher level thinking skills, e.g., problem solving, critical thinking skills).

♦ Provide an environment that is safe, inviting, non-threatening, and familiar.

♦ Explain future instruction (how student growth or lack of growth modified future instruction; reflect effectiveness of instruction; identify changes to instructional method, materials, environment; show need for further instruction).

g. Planning (P)

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

♦ Tell what students did. (Explain how the lesson met the goals—overall and individual.)

♦ Explain why lessons were sequenced in a specific way.
♦ Connect sequence to student needs and instructional goals.

h. Instructional Resources (IR)

♦ Make current, relevant and age appropriate.
♦ Cite other decisions on resources (rationale; affordability; availability; safety; student interest; test in advance/reliability; alternate plan).

♦ Examples that you might use: texts; trade/library books; videos; Internet, websites, and class web pages; CD Rom; curriculum resources; library and research instruction; journals with particular prompts to gain KOS and estimate student needs; graphic organizers; other teachers, outside speakers, para-educators, student teachers, and parents with particular gifts or vocations; other institutions in town and university/museum; Blackboard activities, T.V. programs, adaptations of novels; newspapers and periodicals; e-mail, Arts/Partners or other community programs and assets (songwriters, actors, artists of all types); professional learning communities.

♦ Possible activities: role playing; demonstrations, discussions, in-class writing; cooperative learning; collaborative writing and reciprocal reading.

j. Reflection (R)

♦ Identify and provide evidence from 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).

♦ Identify possible alternative approaches that could impact student learning.

♦ Justify the reasons for the use of the identified strategies (comparing/contrasting; peer editing; graphic organizers; collaborative/cooperative learning; differentiated instruction; hands-on; incorporation of technology).

♦ Identify areas that did and did not impact students learning throughout the instructional sequence (point to specific parts that were successful/impacting AND explain why; point out specific parts that were not as successful as hoped or anticipated AND explain why; factors could include activities, questions, sequence of activities/assignments/instruction, resources used or not used).

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

♦ Cite specific student feedback used to influence instruction.

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

♦ Identify what you learned (good and/or bad) from this lesson that can be transferred to future lessons.

♦ Identify peak moments in this instructional sequence that raised your own personal definition of quality instruction.
Entry 2: Instructional Analysis: Whole Class Discussion

a. Knowledge Of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Explain how knowledge of your students influences what is viewed on the video.

b. Goals/Connections/Rationale (G/C/R)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Defend the reason for using whole class discussion as the strategy to increase student learning of the selected goals.

c. Instructional Sequence (IS)
   ♦ Explain the role of whole class discussion within your class.
   ♦ Identify the procedures and strategies before and after the whole class discussion.
   ♦ How and when are discussion techniques presented to the class?
   ♦ Identify how you facilitate, not lead, whole class discussion.

d. Integration Across ELA Strands (INT)
   ♦ Explain how reading/writing/listening/speaking/viewing prepare for whole class discussion.
   ♦ Discussion can cross disciplines.

e. Analysis (ANA)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Explain your input/comments, or silence/lack of comments and rationale. Why did you say this? Why did you not say anything?
   ♦ Explain everything you did or did not do.
   ♦ What about the student who choose not to participate?
   ♦ Identify positive aspects.
   ♦ Cite the verbal and nonverbal engagement and communication (feedback between teacher-to-student, student-to-student, student-to-teacher).
   ♦ Pay attention to the content and details in the conversation.

f. Learning Environment (LE)
   ♦ Demonstrate fairness, access, and equity. (Look at the three terms as one category and not three entities.) Fairness—students get what they need for
success. Access—students have equal opportunities in learning experiences. Equity—leveling the playing field.

♦ Physically create a circle so students have eye-to-eye contact; tighter the circle (environment) typically leads to better discussion (engagement).

♦ **Explain the purpose** for your environment (respect; interaction between students—freedom to work together; students know target of learning (purpose); non-threatening; freedom (comfortable) to ask questions; students feel emotionally safe; cooperative/collaborative atmosphere; essential materials/equipment to facilitate learning)

♦ Demonstrate how you **create student engagement** (current events; trends; literature; movies; multiple intelligences; brain research; cooperative learning; personal interests; individual choice; variety of levels; application to real-life; scope & sequence; engagement/participation is evident by verbal and non-verbal contributions; attentiveness)

**g. Instructional Resources (IR)**

♦ Refer to suggestions provided in Entry 1.

**h. Content Knowledge (CK)**

♦ Explain why the selected material is **age** and **developmentally appropriate**.

♦ Explain why a **variety** of teaching methods (along with whole class discussion) increase student learning.

♦ Identify the **effectiveness** and quality of your teaching.

♦ Demonstrate your use of **open-ended questions** and listening to promote student learning.

♦ Provide **connection** to other disciplines to show relevancy, increase student interest, and demonstrate your ability to think and plan on a broader level.

**i. Reflection (R)**

♦ Refer to suggestions provided in Entry 1.
Entry 3

a. Knowledge Of Students (KOS)
   ♦ Refer to suggestions provided in Entry 1 and Entry 2.

b. Goals/Connections/Rationale (G/C)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Defend the reason for using small groups as the **best strategy to increase student learning** of the selected goals.

c. Instructional Sequence (IS)
   ♦ Explain the **role of small groups** within your class.
   ♦ Identify the procedures and strategies **before and after** small group instruction.
   ♦ How and when are small group **techniques** presented to the class?
   ♦ Identify how you **facilitate**, not lead, small group activities.

d. Integration Across ELA Strands (INT)
   ♦ Explain how **reading/writing/listening/speaking/viewing** are accomplished in small group instruction.
   ♦ Include other discipline areas.

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

f. Learning Environment (LE)
   ♦ Refer to suggestions provided in Entry 2.
   ♦ Explain **procedure for grouping** students (ability, interest, personality, etc.).

g. Instructional Resources (IR)
   ♦ Refer to suggestions provided in Entry 1.
   ♦ Explain how the use of **technology** was an effective tool to impact student learning.

h. Content Knowledge (CK)
   ♦ Refer to suggestions provided in Entry 2. (Change reference to small group instead of whole class discussion).

i. Reflection (R)
   ♦ Refer to suggestions provided in Entry 1.