ENGLISH LANGUAGE ARTS

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

Contributor:

Chele Behrens
Rebecca Dalton

Component 2: Differentiation in Instruction

a. Knowledge of Students and Goals (KOS/G)

❖ See the questions for Component 4 KOS.

❖ Do the students have different needs/strengths?

❖ Do the students have different goals? Did you demonstrate your KOS and command of content pedagogy by making them appropriate for each student?

b. Teaching Reading (READ)

❖ Did you select two different texts and two different media (one print and one non-print) to which the students will respond?

❖ Did you illustrate the ways you encourage independent thinking and provide a supportive atmosphere for active sharing of interpretations of text?

❖ Did you illustrate your understanding of students' interests and reading levels?

❖ Did you indicate how the students you're showcasing might have differed in their interpretation when compared to other members of the class, or with your own interpretation, yet show how you encouraged free thinking?

c. Teaching Writing (WRITE)

❖ Did you demonstrate your understanding of complex, recursive, individual nature of the writing process and provide a context that encourages students' active exploration of their own processes?

❖ Did you explain how the assignments you are highlighting help facilitate teaching the writing process in a way that meets individual needs?

❖ Did you discuss use of graphic organizers and prewriting exercises, including them In your student samples, when possible?

❖ Did you use handwritten notes on the student papers as they're corrected to save space in the commentary?

❖ Did you use instructions and peer editing sheets and rubrics to further illustrate goals for the students, in order to save commentary space?

❖ Did you highlight students' strengths and areas for improvement in your commentary?

❖ Did you demonstrate use of multiple writing experiences, such as narrative, argumentative, interpretative, analysis, etc.?

❖ Did you consider discussion of journal writings or free-writing exercises to show the importance of audience and its influence on students writing?

❖ Did you show and explain how you supported students' growth as interpreters of text and as writers?

d. Instructional Resources (IR)

❖ Did you employ varied, rich, and appropriate instructional resources, including print and non-print media?

❖ Did you consider multiple forms of non-print media, such as movies, art, cartoons, music, etc.?

❖ Did you tie resources to the goals that you set and the standards of NBPTS?

e. Analysis (ANA)

❖ Did you explain the "so what?" factor--what the assessor is going to see and what it means? Explain, don't just describe.

❖ Does your commentary explain and analyze the evidence so clearly that there are no surprises for the reader?

❖ Did the student(s) achieve the goal(s)?

▪ If yes, cite specific evidence that proves that.

▪ If no, cite evidence that shows what needs to be worked on.

❖ Did you indicate lessons you learned when goals were not met and suggest ways to improve?

❖ Did you cite modifications you made in the midst of the lesson?

❖ Did you cite evidence using content and details from student responses for making conclusions and for making modifications (rationale for judgments and change)?

❖ Did you avoid descriptions and concentrate on explanations?

❖ Did you tie your analysis to your understanding of the students, the environment, and the goals you have set or need to set for the future?

❖ Did you explain how your actions enhanced learning?

❖ Did you explain everything you did or did not do?

❖ Did you accentuate the positive aspects without neglecting to notice and address the negative ones?

❖ Did you discuss how prior discussions and use of various terms you've covered are cropping up on their responses?

❖ Did you discuss victories students have achieved that might not be apparent?

❖ Did you tie student growth to the goals? Did you identify specific references to student growth as cited in the evidence? Did you explain how students demonstrated higher-level thinking skills (problem solving, critical thinking, etc.)?

f. Assessment (ASMT)

❖ Did you encourage student self-assessment and self-reflection upon how their work can be improved?

❖ Did you use appropriate assessment methods (formal or informal) on an ongoing basis to monitor student progress?

❖ Did you provide evidence the assessment measured what you needed it to measure?

❖ Did you identify which part of the assessment measured which goals?

❖ Did you use specific language and avoid vagueness or generalities?

❖ Did you illustrate the variety of rubrics and measuring devices used to accommodate the varied needs and strengths of students (performance-based)?

❖ Did you discuss discrepancies or commonalities in oral discussions as they relate to written responses?

❖ Did you illustrate the use of many writing experiences?

❖ Did you individualize assessments (i.e., options to paper and pencil; evidence based on student abilities; students with different goals (IEP); differentiated presentations; evidence of student growth)?

g. Feedback (FB)

❖ Did you explain your input/comments and explain why you're silent or fail to respond of comments, it that's the case?

❖ Did you engage in detailed and effective communication with students that directs their attention to the salient features of their work and encourages them to reflect upon how their work can be improved?

❖ Did you clarify modifications and/or accommodations and why they were made?

h. Content Knowledge (CK)

❖ Do you have examples/statements that show content and/or pedagogical knowledge?

❖ Did you use opportunities to illustrate your content knowledge?

i. Reflection (R)

❖ Did you explain how student growth or lack of growth modified future instruction? Did you reflect on the effectiveness of instruction? Did you identify if you need to change the instructional method, the materials, the dynamics, or the environment?

❖ Did you reflect insightfully on the effectiveness of your practice in meeting the challenges of teaching texts and writing?

❖ Did you identify the strengths and needs that did/did not impact student learning throughout the instructional sequence?

- ❖ Did you point out specific parts that were successful/impacting as hoped or anticipated and explain why?

- ❖ Did you point out specific parts that were not as successful/impacting as hoped or anticipated and explain why not?

- ❖ Did you identify adaptations/modifications that could be made and state why they are/would be appropriate?

- ❖ Did you explain how you could move this lesson from good to great?

- ❖ Did you identify what you learned (good/bad) from this lesson that can be transferred to future lessons?

- ❖ Did you identify peak moments in this instructional sequence that raised your own definition of quality instruction?

- ❖ Did you continually refer back to the standards, your own goals, and your KOS as you reflected on your successes or needs for modification?

- ❖ Did you take into consideration the variety of genres of literature and the varied reading levels of students as you reflected upon your teaching and the students' progress?

- ❖ Did you stay focused on what happened, why it happened, and how it will continue/how it will adapt?

Component 3: Teaching Practice and Learning Environment

a. Knowledge of Students (KOS)

❖ Did your detailed knowledge of students' backgrounds, needs, abilities, and interests as well as you own knowledge of ELA inform your selection of your instructional goals and instructional resources and approaches that support these goals?

❖ See Component 4 KOS for more.

b. Goals & Instruction (G/I)

❖ Did you select high, worthwhile, and attainable goals? Is your knowledge of ELA evident in your choice?

❖ Have you integrated reading, writing, viewing, producing, speaking, and listening activities that are connected to the learning goals?

❖ Did you describe your long-term instructional goals and any thematic connections for the class? Did you explain why these goals and possible themes are appropriate for these students?

❖ Did you describe how the instructional goals for this lesson fit into your long-term goals and thematic connections?

❖ Are your instructional resources rich and thought provoking in support of the goals?

❖ Did you integrate reading, viewing, writing, producing, speaking, and listening activities that are connected to the learning goals? Did you sequence and structure instruction so students can achieve the goals?

❖ Did you explain how the sequence and structure supports your goals? Did you explain how what is seen on the video will aid in future learning and how previous activities contributed to the success of this one?

❖ Did you defend your reason for choosing the activity/discussion strategy seen on the video as an effective one to increase student learning in relation to your goals?

❖ Did you relate your determinations regarding grouping (if groups are used) to your goals for students?

❖ Did you refer to specific needs of students and why this particular activity/discussion was important to student progress toward the goal?

❖ Did you create opportunities for students to engage in self-directed learning and meaningful expression?

c. Safe, Fair, Equitable, and Challenging Environment (SFEC)

- ❖ Have you demonstrated that you established a safe, fair, equitable, and challenging learning environment that promotes self-directed learning and active student engagement with the teacher and other students sharing ideas?

- ❖ Have you demonstrated an environment that shows students conversing purposefully and listening attentively during activities as students explore topics of substance?

- ❖ Have you made references to specific needs of students and why this particular discussion/activity was important to assess student progress or to enhance it?

- ❖ Have you indicated preparation for this discussion/activity and used opportunities to highlight successes that are not evident on the video (e.g., indicating the quiet student who never spoke previously)?

- ❖ Have you indicated how preparation facilitated the discussion and indicated what those preparations entailed?

- ❖ Have you discussed how you've prepared students to acknowledge each other's comments and to listen carefully?

d. Student-Centered Learning Environment (LE)

- ❖ Did you explain how you created a student-centered learning environment, based on trust and mutual respect, that facilitates the inquiry process and equips students with skills that support collaboration (such as the ability to ask thoughtful questions, respond respectfully to others' ideas, build consensus, compromise, negotiate, and accept ambiguity)?

- ❖ Did you explain how you use various methods to encourage varied personalities in the classroom?

- ❖ Have you indicated how previous activities/discussions have contributed to comfort in this setting?

- ❖ Have you indicated steps you've taken to "level the playing field"?

- ❖ Have you avoided making comments that seem to be value judgments?

- ❖ Have you concentrated on specifically indicating what was helpful about student comments?

- ❖ Have the students asked questions that stimulate discussion and cannot be answered with one-word answers?

- ❖ Have you conducted the lesson in a format that is familiar and often used in your classroom when you are not filming?

e. Assessment/Feedback (AS/FB)

- ❖ Have you monitored and evaluated student learning, making instructional adjustments as part of an ongoing process of assessment?

- ❖ Did you use a variety of formal and informal assessment tools including, but not limited to, monitoring classroom conversations and using checklists, rubrics, and probing questions?

- ❖ Did you encourage students to self-assess their processes and performances in speaking and listening?

- ❖ Did you provide regular, constructive feedback to students tailored to their individual needs?

- ❖ Did you explain how you assisted students in making their product communicate its intended meaning?

- ❖ Have you indicated the instructional adjustments you made based on your ongoing assessments, and students' feedback to you?

f. Supporting Student Skills (SSS)

- ❖ Did you explain/demonstrate how you supported all students in developing the dispositions and proficiencies necessary for comprehending, analyzing, evaluating, and appreciating text?

- ❖ How does the video show you are effectively advancing students' speaking and listening abilities so they engage in meaningful conversations with a variety of audiences and purposes?

- ❖ Did you point out students who are becoming better at listening and attending to their peers, relating to ideas they are hearing?

- ❖ Did you help students see that inquiry requires extended thought, debate, or conversation and that inquiry seldom concludes after one investigation?

- ❖ Did you respect the students' abilities as innate communicators and build on these abilities to empower their voices, expand their thinking, and equip them with the tools to write across the curriculum?

g. Analysis & Reflection (A/R)

- ❖ Did you communicate persuasively about the pedagogical decisions you made before, during, and after instruction?

- ❖ Did you describe your practice accurately and analyze it fully and thoughtfully?

- ❖ Did you reflect insightfully on this lesson and its implications for future teaching?

- ❖ Did you strategically seek ways to improve your practice and promote student learning? How can you move this lesson from good to great?

- ❖ Did you explain/address those students wo did not participate or who seemed to be disconnected from the class? Reflect in writing what you could have done differently to have included or engaged them.

- ❖ Did you cite the verbal and non-verbal communications? Did you explain them and not just describe them? Did you address feedback that was teacher-to-student, student-to-student, and student-to-teacher.

- ❖ Did you bring into your explanation individual idiosyncrasies you have observed about particular students, if they are apparent on the video?

- ❖ Did you indicate your reasons for addressing, or not, any acting out or misbehavior?

Component 4: Effective and Reflective Practitioner

Do the forms and collect the evidence before beginning work on the written commentary.

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

❖ Have you collected statistical, anecdotal, and empirical evidence?

❖ Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?

❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?

❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?

❖ Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?

❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

b. **Use of KOS (USE)**

❖ Did you use the information collected to describe the entire class?

❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?

❖ Did you analyze and synthesize the information to discern patterns from the information you attached?

❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?

❖ Did you analyze all the information to determine what was useful in describing the class?

❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

❖ Did you not only rank the information from most to least important but also tell how you made that determination?

c. Goals and Connections (G/C)

❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?

❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because…"; "The formative assessment ties to the class' strengths/needs because…"; "The summative assessment ties to the goals because…"; "The summative assessment ties to the class' strengths/needs because…"?

❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?

❖ Does your summative assessment cover all your goals, either directly or indirectly?

d. Assessments (ASMT)

❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written, auditory, etc.?

❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?

❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?

❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

e. Analysis and Use of Data (AUD)

❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?

❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?

❖ Did you tell how you altered instruction because of the formative assessment results?

❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?

❖ Did you tie the alterations/future plans to the results, goals, and class description?

f. Feedback (FB)

❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

g. Student Self-Assessment (SSA)

❖ Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?

❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

h. Professional Learning Need (PLN)

❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?

❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?

❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?

❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"

❖ Did you cite examples from the attached evidence when answering the previous question?

i. Student Need (SN)

❖ Does the student need highlight something that was **needed** but out of the ordinary?

❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?

❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?

❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)

❖ Do you know what true collaboration entails?

❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?

❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"

❖ Did you cite examples from the attached evidence when answering the previous question?

j. Reflection (R)

❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?

❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?

❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?

❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?

❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)

❖ Did you discuss specific future plans relating to the above parts?

❖ Did you answer the question of why for each of the above questions in this section?