

CAREER AND TECHNICAL EDUCATION

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

Contributor:

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Component 2: Differentiation in Instruction

a. Instructional Context (IC)

- ❖ Aside from the information asked for in the guiding questions, what else do you know about these students as learners (e.g., learning styles, interests, individual personalities, etc.)?
- ❖ Did you include information about any special situations (e.g., homelessness, religious issues, migrant family, foster home, etc.)?
- ❖ Have you delineated your students' career interests?
- ❖ Did you explain the students' prior experience with this particular subject matter? How much exposure have they had through family in the industry, other classes, or types of industry in the community that students have been exposed to?
- ❖ Did you identify the types of equipment/technology you have in your classroom or to which you have access? Did you explain the students' prior experience with it? Did you explain your students' comfort level with any specific programs/apps used in class?
- ❖ Have you described your classroom set up if that has an impact on how your lessons are presented?
- ❖ Have you described your budget if you have one? Are you able to provide consumables? Is there a fee to take your class? Do your students pay to take home any projects?

b. Goals/Connections (G/C)

- ❖ What is the specific goal(s)/objective(s) for the unit?
- ❖ Are the objectives measurable?
- ❖ Did you explain why these objectives are important in your industry?
- ❖ Did you explain how your lesson(s) met the objectives?
- ❖ Did you explain how and why you sequenced the lessons in a specific way?

c. The Two Assessments (ASMT)

- ❖ Do the assessments assess the students on multiple levels and at different points in the project or unit?
- ❖ Did you explain why the assessment was used for these *particular* students?
- ❖ Did you explain how the assessment was varied to meet the individual needs of the focus students based on their learning styles, abilities, and interests? Did you fully explain what you expected them to gain from the assessment?
- ❖ Did you explain the project/product of each assessment?
- ❖ Did you explain your grading criteria and rationale?
- ❖ Did you identify which parts of each assessment measured each of your objectives?

d. Analysis (ANA)

- ❖ For each focus student, did you explain everything that presented a challenge in creating and grading the assignment or in teaching that particular student?
- ❖ Did you state if the goal/objective was achieved for each student?
- ❖ If the goal was achieved, did you pinpoint the specific evidence that shows the achievement?
- ❖ If the goal was not achieved, did you explain what the student needs to improve and pinpoint the evidence that shows the need?
- ❖ Did you explain any modifications you made during the assessment/lesson as a result of analysis during the instruction?
- ❖ Did you provide and explain any feedback you gave the students?

e. Reflection (R)

- ❖ Do you 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).
- ❖ What alternative approaches could you use for the next steps?
- ❖ What student needs justify these strategies?
- ❖ What was successful in this lesson and why? What was not successful and why not?
- ❖ What changes did you or could you make to this lesson? How would this meet student needs?
- ❖ What did you learn (good and/or bad) from this lesson that can be transferred to future lessons with these or other students?
- ❖ Did you explain how you could move this lesson from good to great?
- ❖ Did you demonstrate that you have considered your own cultural background, biases, values, and personal experiences when you teach, assign, assess, provide feedback, etc.?

Component 3: Teaching Practice and Learning Environment

a. Knowledge of Students (KOS)

- ❖ Aside from the information asked for in the guiding questions, what else do you know about these students as learners (e.g., learning styles, interests, individual personalities, cliques/groups, etc.)?
- ❖ Did you provide some individual examples of different learning needs for some of your students?
- ❖ Did you describe your relationship with your students?
- ❖ How did you and/or are you building positive relationships with your students?

b. Diversity (DIV)

- ❖ How do the videos show that the students appreciate, or are learning to appreciate, diverse opinions?
- ❖ How have you created an environment where equal treatment, fairness, and respect for diversity are modeled, taught, and practiced by all?
- ❖ Did you explain how you encourage respect for individual differences related to skills, culture, gender, ethnicity, language, physical exceptions, etc.?
- ❖ How is the lesson/unit designed to reach students of different learning styles?
- ❖ How have you considered the differing prior/background knowledge of the students?
- ❖ How have you considered the differing experiences of the students?
- ❖ How have you provided the prior/background knowledge for the students who do not have it when they enter your class?
- ❖ How have you considered the differing postsecondary aspirations the students have?
- ❖ How did you make all instructional resources and examples relevant and current to all students?

c. Instruction (INS)

- ❖ What is the overarching goal for the year addressed in the assignments?
- ❖ What is the specific goal(s)/objective(s) for the unit?
- ❖ What is the objective(s) for this lesson?
- ❖ How do those objectives tie to the overarching goals?
- ❖ Are the objectives measurable?
- ❖ Why is this lesson being taught as a whole-class lesson, small-group lesson or other instructional format? (The contents of the two videos combined must represent different instructional formats **and** different teaching strategies.)
- ❖ What was the sequence of instruction for the unit?

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- ❖ What was the specific content being taught?
- ❖ Did you explain why you sequenced lessons in the order you did? Is the sequence connected to student needs and instructional goals? Did you explain how those meet career readiness?

d. Learning Environment (LE)

- ❖ How do the instructional strategies presented deepen student understanding of the concepts?
- ❖ How do these instructional strategies facilitate reasoning and thinking?
- ❖ What do you do to encourage students to participate in the lesson and to make them feel comfortable in your classroom? Cite examples from the video.
- ❖ How do you foster equity among your students? Cite an example from the video.
- ❖ How have you established a safe, fair, equitable, and challenging environment that promotes engagement and interactions among the students?
- ❖ How have you created a student-centered learning environment that supports collaboration?
- ❖ Have you cited specific examples of significant student-student interaction?
- ❖ Does the video should show both teacher-student and student-student interaction?
- ❖ Cite examples of how student discourse relates to the topic even when you are not with them (such as how one group continues working when you leave to work with another group).
- ❖ Did you explain how you supported students' understanding and conceptualization of the important concepts and rationales associated with skills and their understanding of the significance of each skill?
- ❖ Did you explain how you supported students by identifying misunderstandings or inappropriate implementation of a skill?
- ❖ How have you encouraged students to recognize that successes and setbacks are both part of the processes of conception, invention, discovery, and creation?

e. Assessment (ASMT)

- ❖ How did you assess the students on this lesson?
- ❖ Why was the assessment an appropriate method for this class based on your knowledge of the students?
- ❖ In what way did your assessment provide feedback to students?
- ❖ What evidence can you cite that the feedback had an impact upon student learning?

g. Analysis (ANA)

- ❖ How does this lesson fostered an increase in career awareness?
- ❖ How have you created opportunities for students to gain an understanding of workplace cultures and expectations?
- ❖ How have you helped students develop employability or soft skills including organization, personal/strong work ethic, responsibility for one's actions, responsibility for one's projects, punctuality, amiability, the ability to accept and use criticism/critiquing, honesty, fairness, tolerance, etc.?
- ❖ How have you created a classroom that mirrors environments found in industry?
- ❖ How does this lesson/unit prepare students for their specific postsecondary aspirations?
- ❖ How does this lesson/unit foster an increase in the skills and/or abilities needed for this specific industry?
- ❖ How do the activities in this lesson/unit relate to industry standards or techniques?
- ❖ What specific examples from the video show students' needs for the future? How do they show this?
- ❖ Did you use a broad assortment of teaching aids and practices, focusing on current industry practices and technologies, in order to ensure all students are adequately prepared for the changing and evolving job market?

h. Reflection (R)

- ❖ Did your students achieve the goal(s)? Cite specific examples from the videos and explain how they show this.
- ❖ How did your planning and actions during the lesson enhance student attainment of the goal(s)?
- ❖ What was successful in this lesson and why? What was not successful and why not?
- ❖ What changes did you or could you make to this lesson? How would this meet student needs?
- ❖ What did you learn (good and/or bad) from this lesson that can be transferred to future lessons with these or other students?
- ❖ Did you address both the students who participated actively and those that did not?
- ❖ How could you have increased participation of those who chose not to actively participate?
- ❖ Did you explain input/comments, or silence/lack of comments during the video and give rationale for each?
- ❖ Did you describe how learning was enhanced by your actions during the video?
- ❖ Did you identify peak moments in the video that raised your own personal definition of quality instruction?

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 to 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.

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- ❖ 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?

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- ❖ 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?