Literacy: Reading-Language Arts

Component 2:

Differentiation in Instruction

Component 3:

Teaching Practice and Learning Environment

Component 4:

Effective and Reflective Practitioner

Contributor:

Jennifer Gessley

Component 2: Differentiation in Instruction

a) Knowledge of Students (KOS)

- ❖ Did you consider this student's social, verbal, and cognitive development? Did you consider how each area affects this student's approach to writing?

- ❖ Did you consider the characteristics that make this student unique and how those characteristics might impact reading and writing development?

- ❖ Did you consider the characteristics that make this student unique and how those characteristics might influence your choice of instructional strategies, assignments, and assessments?

- ❖ Did you collect information on the whole student (i.e. abilities, challenges, interests, preferences, learning styles, behavior, needs, attitude toward literacy, involvement in literacy related activities) as this information may impact goals and instructional choices?

- ❖ Are there any other issues or information that might be directly related to writing development?

b) Analysis of Student Background (ASB)

- ❖ Did you collect information from a variety of sources (i.e. parents, teachers, student, records, anecdotal notes and observations, form and informal assessments, formative and summative assessments, classwork) about the student's strengths and needs as both a reader and a writer?

- ❖ Did you use assessments and data that provide relevant information about the student's strengths and needs in reading and writing? Are you able to briefly explain the measurement tool used, why you selected it and what pertinent information it provided?

- ❖ Did you note patterns and connections between the information provided by courses of data? Did you carefully analyze various student writing samples for patterns of strengths and needs?

c) Goals (G)

- ❖ Did you consider this student's developmental stage or writing in order to inform your goals, next steps, and instructional choices?

- ❖ Do you have a direct connection between your knowledge of student/assessment data and the instructional goals? Are your short-term and long-term goals specific to this student? Are the goals logical and realistic for this student?

- ❖ Do your long-term goals look at the entire instructional period? Do your short-term goal(s) clearly align with a long-term goal?

- ❖ Did you consider the developmental progression of writing as well as local, state, or national standards when determining appropriate goals?

- ❖ Did you state your goals clearly so it will be easy to determine If they have been met?

d) Connections (CON)

❖ Does your knowledge of student/assessment data clearly align with the long-term and short-term goals?

❖ Does your knowledge of student, assessment data, and goals clearly align with your instructional choices, strategies, resources and feedback?

❖ Does your knowledge of student, the goals, and the instructional strategies clearly align with the specific assignments that generate work sample 1?

❖ Did you carefully analyze work sample 1 to create new short-term goals, determine your next instructional strategies and resources, and develop the specific assignment that generates work sample 2?

❖ Does this instructional sequence purposefully connect the reading and writing processes?

e) Instruction/Writing (I/W)

❖ Do your instructional strategies and resources clearly meet the needs of the selected student? Have you considered your knowledge of the student carefully when selecting strategies, approaches, and activities?

❖ Do the instructional strategies, resources, and supports used to reach the short-term goals also allow the student to progress toward reaching the overarching long-term goals?

❖ Did you continue to collect data throughout this process? What have you learned from conferences, conversations, drafts, etc. that might inform instruction or show evidence of learning?

❖ How has your instruction helped the student show progress? What is your evidence?

f) Impact (IM)

❖ How has the chosen student developed more proficiency in writing? How is the student growing as a writer and taking ownership of their writing?

❖ Has the student made progress toward reaching the long-term and short-term goals? Are you clearly able to show evidence?

❖ Did your instruction and feedback help the student meet or approach the goals?

❖ Has this process been purposeful and recursive? As you progressed through this instructional sequence, is there clear and intentional alignment between the following:

   ○ Knowledge of student

   ○ Use of assessments

   ○ Development of goals (both long-term and the first set of short-term goals)

   ○ Instructional sequence leading to work sample 1

   ○ Analysis of work sample 1 and your instruction

   ○ Development of new short-term goals

   ○ Instructional sequence leading to work sample 2

   ○ Analysis of work sample 2 and your instruction

g) Fairness/Equity/Access (FEA)

❖ Have you considered this student's needs in order to create an equitable, accessible, fair, respectful, safe learning environment?

❖ Did you create a teaching environment that allowed this child to feel secure and supported enough to work up to potential?

❖ Did you include any adaptations or modifications for this child? If so, why were they appropriate?

h) Reflection (R)

❖ Did you clearly connect student needs and student growth? What specifically allowed the student to show growth? What Is your evidence (drawn from work samples, conversations, conferences, etc.)?

❖ Now that you have an even better knowledge of the student, what might you have done differently? Were there opportunities for deeper learning that you might have missed?

❖ What have you learned from this instructional sequence that will influence your future instruction? What do you know now that will make your instruction stronger?

Component 3: Teaching Practice and Learning Environment

a) Fairness, Equity, and Diversity (FED)

- ❖ How did you intentionally establish a learning environment that allows every student to participate in a meaningful way?

- ❖ How did you ensure that all students have fair and equitable access to engaging learning opportunities? Did you make any accommodations or modifications specific to individual students? How does each student get what is needed for success?

- ❖ Did you consider the needs of each student and what they require in order to feel both safe and supported?

- ❖ Did you consider the needs of each student and what they require in order to feel challenged?

b) Learning Environment (LE)

- ❖ How have you created a learning environment that is student centered and student self-directed? How have you helped students become more independent? How have you provided opportunities for students to express themselves?

- ❖ How did you develop a community of learners that encourages risk-taking and interacts respectfully? Consider how the class interacted initially and the stages they went through to get to this video. What did you do to support their growth in this area?

- ❖ How did you establish procedures and routines to develop active engagement (student-to-teacher and student-to-student)? Do the students maintain purposeful conversations? Do they listen attentively and respond respectfully? (Consider instructional strategies, class configurations, norms, modalities, resources, etc. that support active and appropriate engagement.)

- ❖ How have you taught students the skills they need for effective collaboration? How did you support students to participate appropriately as they engaged with others? Does your environment support a non-threatening cooperative/collaborative atmosphere?

c) Assessment (ASMT)

- ❖ Based on your knowledge of the students and your knowledge of literacy, how do you monitor and evaluate student learning during instruction? What is your evidence that each student is learning?

- ❖ How did you adjust your instruction in response to this ongoing assessment of learning? Did you need to adjust instruction for students who were have difficulty? Did you need to adjust instruction for students who needed more challenge?

- ❖ How did you provide feedback to students throughout the learning process? What was your rationale for providing feedback as you did? (Consider the role that students and their needs played to ensure that feedback was constructive.)

d) Instruction (INS)

❖ How did the interactions you designed and the materials and resources that you chose support all students in acquiring and applying literacy skills? What was your rationale for using particular approaches, methods, or materials?

❖ Was your instruction responsive to student learning? (Consider the connection between assessments, student needs, and instructional goals.)

❖ Have you given evidence that you are able to draw from a repertoire of approaches, methods, and materials to meet individual student needs?

❖ How did your instruction encourage students to become independent and self-regulated creators and users of language?

e) Knowledge of Students (KOS)

❖ Behaviorally and socially, did you consider both individuals and the group as a whole? How did the group function as a whole? How did that impact the needs of individuals? How did you support each student in becoming a self-regulated learner?

❖ Academically, did you consider both individuals and the group as a whole? How did the group function as a whole? How did that impact the needs of individuals? How can you support each student in becoming an independent learner?

❖ In terms of literacy (reading, writing, speaking, listening, and viewing), what were the strengths of the group? What were the weaknesses of the group? How did this knowledge influence your instruction?

❖ Did you consider developmental levels and historical information, such as student records, assessment data, information from past teachers, parent or family input?

❖ Did you consider background information, such as personality types, interests, learning styles, or preferences?

❖ Did you clearly communicate how knowledge of learners has influenced your planning and instructional choices?

f) Reading and Language Art (RLA)

❖ How did you effectively plan and implement reading instruction based on both your knowledge of the students and your knowledge of literacy?

❖ How did you use your knowledge of the content area to effectively integrate the language arts processes (reading, writing, speaking, listening, viewing, and visual literacy) in order to meet student needs?

❖ How did your knowledge of the content area, literacy development, and your students enable you to create challenging, worthwhile, and attainable learning goals both long-term and for this lesson?

❖ How did your knowledge of literacy development influence the sequence and structure of instruction in order for students to achieve the goals set?

❖ How did your knowledge of the content area enable you to engage students in learning through the use of appropriate, rich, thought-provoking instruction and resources?

❖ Did this component demonstrate the breadth of your knowledge of the content area, showcasing reading instruction in one lesson and the integration of language arts processes in the other lesson?

g) Reflection (R)

❖ Did you clearly articulate and justify your pedagogical decisions before, during, and after instruction?

❖ Did you thoughtfully and deeply analyze your teaching practice and its impact on student learning? Did you consider specific student feedback and other evidence?

❖ Did you thoughtfully and deeply analyze your teaching practice in order to improve future teaching?

❖ Did you objectively reflect on your instruction in order to improve your practice and promote student learning? Did you identify how you could move this lesson to the next level in the future?

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.

❖ 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?