

Evaluation of Evidence Guide

Adolescence and Young Adulthood/English Language Arts
Portfolio Entry 1

1. **Aspects of teaching. As you read through the response, note evidence pertaining to EACH of the aspects listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students both as individuals and as readers and writers.
 - b) **GOALS/CONNECTIONS (G/C):** Goals and connections among the goals, student needs, and instruction.
 - c) **ANALYSIS OF STUDENT RESPONSES (ANA):** Accuracy, completeness, awareness of understandings and misunderstandings, recognition of student progress as seen in the student work.
 - d) **READING PROCESS (RP):** The context for reading and interpretation of texts established by the teacher; ways students are or are not encouraged and supported to take an active, critical stance towards texts; support for multiple interpretations that are grounded in text; support for nonprint-based media as legitimate textual sources; types and range of genres represented.
 - e) **WRITING PROCESS (WP):** The teacher's understanding and teaching of the writing process as a complex, recursive, individual process, including support for individual approaches, writing for multiple purposes and audiences, multiple stages of development, review, and editing.
 - f) **ASSESSMENT (ASMT):** How student work is assessed and feedback is given.
 - g) **PLANNING (P):** What will be done to address student strengths and weaknesses.
 - h) **INSTRUCTIONAL RESOURCES (IR):** The texts, resources, and activities the teacher used to engage students in reading and writing.
 - i) **REFLECTION (R):** Evidence the teacher is thinking critically about his or her own practice in relation to individual students and their general approach to reading and writing.

2. **Does the instruction promote the student’s growth as a reader and as a writer? (Answer for each student.) Think about the quality of and the links among the different parts of the evidence. Are the parts and links logical, accurate, and complete? The links to think about are:**
- information about the student ← → the goals ← → the instruction
 - the instruction, including next steps and feedback ← → the teacher’s analysis of the student work
 - the teacher’s analysis ← → the student work (i.e., quality of “fit”: do the two sources support and enhance each other, or do they conflict and undermine each other?)
3. **Does the teacher’s general approach to reading and writing support student growth? Consider:**
- Is there support for students to be active, critical readers?
 - Does the instruction support multiple interpretations of literature that are grounded in text?
 - Does the teacher recognize that the writing process is a complex, recursive, individual process, teaching and allowing for multiple approaches, multiple stages of development, multiple drafts, review (by student, peers, and/or teacher), and revision?
 - Does the instruction support students in active exploration of their own ideas and the writing process?
 - Does the teacher’s use of instructional texts, resources, assessment, and feedback support continued growth in reading and writing?
4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to use analysis of students’ responses to different types of texts and analysis of student writing to support student growth? Think about:**
- the evidence in the analysis of the responses by both students
 - your judgement of the effectiveness of the instruction for each of the students
 - the evidence pertaining to the teacher’s general approach to teaching reading, interpretation of texts, and writing
 - the links among the different aspects of the performance

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Portfolio Entry 2

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students (as individuals and ELA learners) and teaching context.
 - b) **GOALS/CONNECTIONS/RATIONALE (G/C/R):** Connection among goals, student needs, and instruction. Is the rationale for the use of whole-group discussion appropriate?
 - c) **INSTRUCTIONAL SEQUENCE (IS):** The instructional sequence; what students were asked to do; techniques used by the teacher to facilitate student learning in the discussion and at other points in the instructional sequence.
 - d) **INTEGRATION ACROSS ELA STRANDS (INT):** How reading, writing, speaking, and listening are integrated across the instructional sequence.
 - e) **ANALYSIS (ANA):** Description and analysis of the video recorded lesson—is it accurate and insightful?
 - f) **LEARNING ENVIRONMENT (LE):** Does the teacher’s facilitation of the discussion promote active student engagement in substantive ELA topics? Is the learning environment safe, inclusive, and challenging?
 - g) **INSTRUCTIONAL RESOURCES (IR):** Teacher’s use of instructional resources to promote students’ ELA learning.
 - h) **CONTENT KNOWLEDGE (CK):** Teacher’s ELA content and pedagogical knowledge.
 - i) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does instruction come together to facilitate students’ growth in understanding of important English language arts content? As you answer this question, think about the quality of and the links among the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
- information about the students ← → the goals ← → the sequence of instruction
 - the sequence of instruction ← → the teacher’s analysis ← → the reflection
 - the written commentary ← → what you saw on the video recording (i.e., quality of “fit”: do the two sources support and enhance each other, or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to engage students in a substantial whole-class discussion on an important English language arts topic in the context of a learning sequence that integrates reading, writing, listening, speaking, and/or viewing? Think about:**
- the evidence in the written commentary
 - the evidence in the video recording
 - your judgment of the effectiveness of the instruction and the level of engagement in the discussion

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Portfolio Entry 3

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of students (as individuals and ELA learners) and teaching context.
 - b) **GOALS/CONNECTIONS (G/C):** Connection among goals, student needs, and instruction. Is the rationale for the use of small-group discussion and the method of forming groups appropriate?
 - c) **INSTRUCTIONAL SEQUENCE (IS):** The instructional sequence (the activities leading up to the featured discussion, the small-group discussion, and what followed the discussion) and its effectiveness in helping students achieve the stated learning goals.
 - d) **INTEGRATION (INT):** Does the instructional sequence integrate reading, writing, speaking, and listening?
 - e) **ANALYSIS (ANA):** Description and analysis of the video recorded lesson—is it accurate and insightful?
 - f) **LEARNING ENVIRONMENT (LE):** Does the small-group discussion foster active student engagement in substantive ELA topics? Is the learning environment safe, inclusive, and challenging, with students encouraged to explore, clarify, and challenge each other's ideas?
 - g) **INSTRUCTIONAL RESOURCES (IR):** Teacher's use of instructional resources to promote students' ELA learning.
 - h) **CONTENT KNOWLEDGE (CK):** Teacher's English language arts content knowledge.
 - i) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does instruction come together to facilitate students' growth in understanding of important English language arts content? As you answer this question, think about the quality of and the links among the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**

- information about the students ← → the goals ← → the sequence of instruction
- the sequence of instruction ← → the teacher's analysis ← → the reflection
- the written commentary ← → what you saw on the video recording (i.e., quality of "fit": do the two sources support and enhance each other, or do they conflict and undermine each other?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to foster active engagement of students, with the teacher and with each other, in a small-group exploration that is part of a learning sequence that effectively integrates reading, writing, listening, speaking, and/or viewing? Think about this in terms of:**

- the evidence in the written commentary
- the evidence in the video recording
- your judgment of the effectiveness of the instructional sequence, including the level of discourse in the small-group discussion

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Portfolio Entry 4

1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates.
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
 - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child’s development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that teacher fosters two-way dialogue with parents and other interested adults.
 - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby he or she has strengthened his or her knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
 - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within school or in wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning.

2. Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher’s summary.

3. Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:

- Descriptions \leftrightarrow supporting documentation \leftrightarrow Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description.)
- Supporting documentation \leftrightarrow development as a learner; leading/ collaborating with the professional community; and outreach to families and community \leftrightarrow Reflective Summary

4. Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:

- Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
- Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
- Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)

5. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families, and the community, and as a learner? Think about this in terms of the following areas:

- Teacher as Partner with Families and Communities
- Teacher as Learner
- Teacher as Leader/Collaborator