

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Career and Technical Education Portfolio Entry 1

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 in relationship to teaching context.
 - b) **GOALS/CONNECTIONS (G/C):** Goals are challenging, connected to assessment, and support student learning.
 - c) **ASSESSMENT (ASMT):** Assessments are varied, foster problem solving and critical thinking skills, and reflect student understanding of CTE as well as student progress.
 - d) **RATIONALE FOR ASSESSMENT (RA/ASMT):** Rationale is significant in light of instructional situation and linked to learning goals for students.
 - e) **CONTENT KNOWLEDGE (CK):** Teacher's command of CTE area and ability to make connections to workplace practices and/or career exploration.
 - f) **ANALYSIS OF STUDENT WORK (ANA):** Analysis and description of student work based on openly communicated criteria with connections to goals—accurate and insightful.
 - g) **FEEDBACK (FB):** Feedback is constructive and linked to student's advancement of CTE.
 - h) **REFLECTION (R):** Alternative approaches, ability to analyze and modify own practice.

2. **Does the teacher provide evidence of varied use of assessment that furthers challenging and appropriate learning goals while supporting student learning and advancement of career and technical education? As you answer this question, think about the quality of and the links between 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 instruction
 - the instruction ← → the teacher's analysis ← → the reflection
 - the written commentary ← → what you saw in the work samples (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 use assessment, content knowledge, and analysis to advance the student’s knowledge, exploration, and acquisition of important career and technical skills? Think about:**
- the written commentary, including the analysis of the student work
 - the evidence from the work samples and artifacts
 - the contextual and reflective information in the commentary
 - the links between the different aspects of the performance

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Career and Technical Education 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 relevant to teaching context.
 - b) **GOALS (G):** Goals, rationale, and links to students' needs, career, and technical learning.
 - c) **INSTRUCTIONAL STRATEGIES (IS):** Strategies develop students critical thinking and problem solving ability in skill; how are strategies influenced by diversity.
 - d) **CONTENT KNOWLEDGE (CK):** Teacher's proficiency in the demonstrated skill, and knowledge of industry/professional standards, practices, terminology, and technology.
 - e) **CONNECTIONS (CONN):** Connections to workplace applications.
 - f) **LEARNING ENVIRONMENT (LE):** Nature of the learning environment. Are students valued and respected and appropriate workplace terminology and behavior modeled and encouraged?
 - g) **ASSESSMENT (ASMT):** Teacher monitors student progress to identify misunderstandings and provides feedback and by responding to questions.
 - h) **ANALYSIS (ANA):** Analysis and description of classroom interactions—accurate and insightful?
 - i) **REFLECTION (R):** Alternative approaches, ability to analyze and modify own practice.

2. **Does the lesson on the video recording come together with the rest of the instruction to facilitate students' acquisition of the skill? As you answer this question, think about the quality of and the links between 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 instruction
 - the 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 use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills? Think about:**

- the written commentary, including the analysis of the lesson featured on the video recording
- the evidence from the video recording itself
- the contextual and reflective information in the commentary
- the links between the different aspects of the performance

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Career and Technical Education 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 and teaching context.
 - b) **GOALS/CONNECTIONS (G/C):** Connections are made among goals, student needs, support of career and technical education and the productive development of teamwork.
 - c) **INSTRUCTIONAL STRATEGIES (IS):** Teaching methods and strategies develop students' teamwork and communicative interactions and problem solving skills.
 - d) **CONTENT KNOWLEDGE (CK):** Teacher's proficiency in the knowledge of workplace applications.
 - e) **LEARNING ENVIRONMENT (LE):** Nature of the learning environment. Are students valued and respected and appropriate workplace terminology and behavior modeled and encouraged?
 - f) **DIVERSITY (DIV):** Teacher facilitates students exposure to and recognition of diversity.
 - g) **FEEDBACK (FB):** Teacher monitors student progress and provides feedback to further student learning.
 - h) **ANALYSIS (ANA):** Analysis and description of classroom interactions—teacher supports engagement and importance of team-based activities. Analysis is accurate and insightful.
 - i) **REFLECTION (R):** Alternative approaches, ability to analyze and modify own practice.

2. **Does the lesson on the video recording come together with the rest of the instruction to facilitate students' understanding and development of teamwork? As you answer this question, think about the quality of and the links between 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 instruction
- the 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 plan, implement, and guide student learning experiences that promote and develop exploration and acquisition of important career and technical skills?**

Think about:

- the written commentary, including the analysis of the lesson featured on the video recording
- the evidence from the video recording itself
- the contextual and reflective information in the commentary
- the links between the different aspects of the performance

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Career and Technical Education 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. **Looking at the descriptions and the documentation together with the Reflective Summary, what is the nature of the “fit” between them? Consider the following:**
 - Descriptions ← → supporting documentation ← → 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 ← → development as a learner; leading/ collaborating with the professional community; and outreach to families and community ← → 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