

Evaluation of Evidence Guide

Early Childhood/Generalist Portfolio Entry 1

1. Aspects of teaching. As you read 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): High expectations, KOS as individuals and learners, and knowledge of teaching context.
- b) CONTENT KNOWLEDGE (CK): Language arts/literacy content and pedagogical knowledge; also, knowledge of literacy development.
- c) GOALS/CONNECTIONS (G/C): Sets appropriate goals to facilitate children's learning and connects instruction to children's needs and to those goals.
- d) LEARNING ENVIRONMENT (LE): Fosters a respect for individual differences and provides rich opportunities (through availability of resources and activities) to promote each child's interest and abilities in oral and/or written communication and love of books.
- e) FAMILY INVOLVEMENT (FI): Draws on information provided by the family to enhance understanding of the child's literacy; and provides information to help families support literacy development of the child.
- f) INSTRUCTION (INS): Uses strategies to support the children's learning; tailors instruction to provide varied opportunities and activities that meet the individual child's strengths, needs, and preferences.
- g) ANALYSIS (ANA): Analyzes the children's work and other pertinent information to describe their preferences, strengths, and weaknesses in reading, writing, and oral language and to understand the children's patterns of development.
- h) ASSESSMENT (ASMT): Uses informal and formal methods to pursue questions about the children's literacy and language abilities, to gain deeper understanding of the children, and to monitor their progress over time.
- i) REFLECTION (R): Examination of own strengths and weaknesses to aid in analysis and planning, next steps, and alternative approaches.

- 2. Does instruction promote this child’s literacy development? (ANSWER FOR EACH CHILD.) For each child, 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 the following:**
- information about the child ← → goals ← → instruction
 - instruction ← → teacher’s analysis of child’s work ←→ family involvement ← → reflection
 - teacher’s analysis ← → child’s work (i.e., quality of the “fit”: do the two sources support and enhance each other or do they conflict and undermine each other?)
- 3. Does the teacher’s approach promote and support children’s literacy development? (ANSWER AFTER READING THE ENTIRE RESPONSE.) Think in terms of:**
- whether the teacher provides opportunities for children to grow in reading, writing, and oral language
 - whether the assessment methods are appropriate, varied, and helpful in understanding literacy development over time
 - whether the teacher uses information from assessment to extend literacy development
 - how the teacher involves families in literacy development
- 4. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs? Think in terms of:**
- the teacher’s assessment of the featured child’s literacy development
 - the children’s responses and the teacher’s analysis of them
 - the instruction and materials to support the children’s literacy development and involve the families
 - the effectiveness of the assessment and instruction for each of these children
 - the links among the different aspects of the performance

Evaluation of Evidence Guide

Early Childhood/Generalist

Portfolio Entry 2

1. **Aspects of teaching. As you read the response, note the 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): High expectations, KOS as individuals, learners, and as children with differing developmental characteristics and knowledge of teaching context.
 - b) GOALS/ CONNECTIONS (G/C): Sets appropriate goals to facilitate children’s learning and connects instruction to children’s needs and to those goals.
 - c) CONTENT KNOWLEDGE (CK): Social studies and the arts content and pedagogical knowledge; also, understands key concepts and topics in social studies and the arts.
 - d) LEARNING ENVIRONMENT (LE): Fosters an equitable, accessible, and fair environment to build a community that fosters children’s sensitivity to diversity and mutual respect.
 - e) INSTRUCTION (INS): Integrates content in social studies and the arts, engages children in meaningful discussion/activities, uses specific teaching strategies, and facilitates children’s active participation to promote a rich exchange of ideas and opinions.
 - f) ANALYSIS (ANA): Accurate description and insightful analysis of the video recorded lesson.
 - g) REFLECTION (R): Examination of own strengths and weaknesses to aid analysis and planning, next steps, and alternative approaches.

2. **Does the instruction on the video recording come together with the other instruction to help children begin to understand concepts from the arts and social studies, while creating a community climate? As you answer the 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 children ← → goals ← → opportunities to create community
 - opportunities to create community ← → instruction ← → reflection
 - written commentary ← → what you saw on the video recording (i.e., quality of “fit”: do the two sources of evidence 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 integrative experiences and the learning environment to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that fosters sensitivity to diversity? Think in terms of:**

- the instruction
- the written commentary
- the evidence from the video recording itself
- the effectiveness of the community-building strategies, including the engagement of children in the discussion on the video recording
- the links among the different aspects of the performance

Evaluation of Evidence Guide

Early Childhood/Generalist Portfolio Entry 3

1. Aspects of teaching. As you read 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): High expectations, KOS as individuals and learners, and knowledge of teaching context.
- b) CONTENT KNOWLEDGE (CK): Scientific and mathematical content and pedagogical knowledge; also, understands scientific and mathematical concepts, including unifying concepts and processes in science.
- c) GOALS/CONNECTIONS (G/C): Sets appropriate goals to facilitate children's learning and connects the integrated instruction to children's needs and to those goals.
- d) LEARNING ENVIRONMENT (LE): Fosters an equitable, accessible, and fair environment where children are encouraged to participate.
- e) INSTRUCTIONAL RESOURCES (IR): Uses appropriate and meaningful materials, including advances in technology, to enhance children's learning.
- f) INSTRUCTION (INS): The learning sequence fosters the development and integration of the scientific and mathematical concepts and taps children's natural curiosity and interests.
- g) ASSESSMENT (ASMT): Uses an appropriate assessment that furthers learning goals and enhances instruction.
- h) DISCUSSION/ENGAGEMENT (DIS/ENG): Encourages children to actively participate in the inquiry, to pose questions, and to discuss ideas.
- i) ANALYSIS (ANA): Accurate description and insightful analysis of the video recorded lesson.
- j) REFLECTION (R): Examination of own strengths and weaknesses to aid analysis and planning, next steps, and alternative approaches.

2. **Does the instruction on the video recording come together with the other instruction to engage children in scientific and mathematical ways of thinking, observing, reasoning, and communicating? As you answer the question, think about the quality of 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 children $\leftarrow \rightarrow$ goals $\leftarrow \rightarrow$ instructional sequence
 - discussion and instructional sequence $\leftarrow \rightarrow$ teacher's analysis $\leftarrow \rightarrow$ reflection
 - written commentary $\leftarrow \rightarrow$ what you saw on the video recording and in the submitted instructional materials (i.e., quality of the “fit”: do the 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 children in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications? Think in terms of:**
- the instructional sequence and whether it is conducive to scientific inquiry
 - the written commentary
 - the evidence from the video recording itself and from the submitted instructional materials
 - the links among the different aspects of the performance

Evaluation of Evidence Guide

Early Childhood/Generalist 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 the 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