Evaluation of Evidence Guide
Early and Middle Childhood/English as a New Language
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): Knowledge of students' cultures and linguistic backgrounds, as well as their interests, needs, and abilities as language learners.

    b) GOALS/CONNECTIONS (G/C): Integration of language learning and content goals with content area instruction; connections between language learning goals and the students' assessments.

    c) ASSESSMENT (ASMT): Use of the assessment instruments to identify students' needs and to monitor students' progress.

    d) INSTRUCTION (INS): Use of assessments to plan and implement instructional strategies that are structured, organized, and sequenced.

    e) ANALYSIS (ANA): Teacher's description and analysis of student work, with respect to the learning goals, including characteristics of the student work (accuracy, specificity, and completeness of the analysis, awareness of understandings and misunderstandings in student work). Is the analysis accurate, complete, specific, and insightful?

    f) FEEDBACK (FB): Constructive feedback to students.

    g) CONTENT KNOWLEDGE (CK): Knowledge of subject matter from which content goals were drawn as well as knowledge of English as a New Language content from which appropriate language learning goals were developed.

    h) RESOURCES AND MATERIALS (R/M): Selection is based on insights about students' learning needs and includes media and/or technological resources which can facilitate students' language learning.

    i) REFLECTION (R): Next steps for instruction, alternative approaches, ability to analyze and modify his or her own practice.

2. **Does instruction promote this student's growth in language development? (ANSWER FOR EACH STUDENT.) For each student, think about the quality of 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 student ← → the pre-assessment and its analysis ← → the goals and the instruction

   - the instruction ← → the feedback and next steps

   - the student work ← → the post-assessment and its analysis ← → reflection (i.e., quality of "fit": do the sources of evidence support and enhance each other or do they conflict and undermine each other?)

3. **Does the teacher's approach to assessment and planning support and reinforce instruction and student learning? Consider whether the assessment and instruction:**

   - are appropriate for these students, and provide ample opportunities for students to provide evidence of learning

   - help students make connections between language development and content area goals and further those goals

   - provide the opportunity to deliver feedback to students, and inform the next steps for instruction

4. **Think about the performance as a whole. <u>Overall, what is the nature of the evidence that the teacher is able to plan and implement a unit of instruction for linguistically and culturally diverse learners and to administer and interpret appropriate assessments as a means to inform planning</u>? Think about:**

   - the instructional activities and resources, including the rationale for using them

   - the evidence pertaining to the teacher's approach to assessment and the analysis of the assessment

   - your judgment of the effectiveness of the instruction for the two students

   - the contextual and reflective information provided in the commentary

Evaluation of Evidence Guide
Early and Middle Childhood/English as a New Language
Portfolio Entry 2

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): Knowledge of students' interests, needs, abilities, and backgrounds.

   b) LEARNING ENVIRONMENT (LE): Teacher facilitates active student engagement in a safe, inclusive, yet challenging environment.

   c) GOALS/KNOWLEDGE OF LANGUAGE DEVELOPMENT (G/KOL): Integration of language and content goals that are high, attainable, and worthwhile.

   d) INSTRUCTION (INS): Skillful application of scaffolding strategies to ensure understanding of new information.

   e) INSTRUCTIONAL RESOURCES (IR): Varied, appropriate, and thought-provoking instructional resources including media and/or technology.

   f) ANALYSIS (ANA): Accurate and insightful description and analysis of video-recorded lesson and student responses.

   g) CONTENT KNOWLEDGE (CK): Knowledge of the subject matter upon which the lesson is based and of English as a New Language and its pedagogy.

   h) REFLECTION (R): Description and analysis of teaching practice and implications for future teaching.

2. **Does instruction promote the students' growth and language development? 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? The links to think about are:**

   ■ 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. <u>Overall, what is the nature of the evidence that the teacher is able to facilitate and support students' language development as the students actively engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information</u>? Think about:**

    ■   the evidence in the written commentary

    ■   the evidence in the video recording

    ■   your judgment of the effectiveness of the scaffolded instruction

    ■   the links between the written commentary and the video recording

Evaluation of Evidence Guide

Early and Middle Childhood/English as a New Language
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): Knowledge of students' interests, needs, backgrounds, and abilities.

   b) LEARNING ENVIRONMENT (LE): Teacher facilitates active student engagement in a safe, inclusive, yet challenging environment.

   c) GOALS/KNOWLEDGE OF LANGUAGE DEVELOPMENT (G/KOL): Integration of language and content goals which are high, attainable, and worthwhile.

   d) INSTRUCTION (INS): Skillful application of questioning techniques and collaborative learning techniques that enable the students to achieve the stated goals.

   e) INSTRUCTIONAL RESOURCES (IR): Selection, adaptation, and use of appropriate materials/resources including media and/or technology.

   f) ANALYSIS (ANA): Accurate description, analysis, and evaluation of group interactions that show knowledge of students and insight into student learning.

   g) REFLECTION (R): Description and analysis of teaching practice and implications for future teaching.

2. **Does instruction promote the students' growth and language development? As you answer this question, think about the quality of the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? The links to think about are:**

   ■ 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., the 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. <u>Overall, what is the nature of the evidence that the teacher is able to engage linguistically and culturally diverse learners in small group collaborative learning and to reflect upon her or his planning and implementation of the lesson</u>? 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 activity
- the links between the written commentary and the video recording

Evaluation of Evidence Guide
Early and Middle Childhood/English as a New Language
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 <u>ongoing</u>, 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 <u>appropriate</u> for his or her students and <u>extensive enough</u> to engage families and the community in two-way communication for the purpose of impacting student learning.

- Communications with families and community <u>address substantive teaching and learning issues and student progress</u>. (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. <u>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</u>? Think about this in terms of the following areas:**

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