

# Evaluation of Evidence Guide

Early and Middle Childhood/Literacy: Reading–Language Arts  
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):** Did the candidate provide evidence of knowledge of early and middle childhood students as it relates to their writing development? (Is there evidence that the candidate has used knowledge of early and middle childhood development in determining what strategies were appropriate for student writing skills and abilities?)
  - b) **ANALYSIS OF STUDENT WORK (ASW):** Is there evidence that the candidate used formative and/or summative assessment to conduct an in-depth analysis of the strengths and weaknesses in the student’s writing that includes characteristics of the student work (accuracy, specificity, and completeness of the analysis, awareness of strengths and weaknesses in student work)?
  - c) **GOALS (G):** Did the candidate formulate data-driven short and long term standards-based goals that are appropriate for this student?
  - d) **CONNECTIONS (CON):** Is there a connection between the analysis, the goals, and the instruction designed to meet the needs of this student? Does the candidate guide the student to make a connection between reading and writing?
  - e) **INSTRUCTION/WRITING (I/W):** Did the candidate use a variety of developmentally appropriate, authentic, and individualized writing strategies to help the student construct meaning in written work?
  - f) **IMPACT (IM):** Is there evidence that the strategies implemented impacted the identified student’s weaknesses and helped the student to make a connection between reading and writing, and to construct meaning from print?
  - g) **FAIRNESS/EQUITY/ACCESS (FEA):** Is there evidence of fairness, equity, and diversity for the featured student?
  - h) **REFLECTION (R):** Did the candidate offer insight into the effectiveness of instruction and make thoughtful suggestions for future modifications?

2. **Does instruction promote this student’s 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:**
  - knowledge of students ← → analysis ← → goals
  - goals ← → connections ← → fairness, equity, access ← → instruction
  - instruction ← → impact ← → reflection
  
3. **Does the teacher’s approach to writing support and reinforce instruction and student learning? Consider whether the teacher’s choice of writing strategies:**
  - is appropriate for this student, reflects a targeted analysis, and provides ample opportunity for the student to provide evidence of learning
  - is linked to individualized instruction and furthers the learning goals
  - provides opportunity to design instruction based on analysis of writing samples
  
4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to use assessment(s) to design instruction, to analyze and assess student writing, and to use literacy instruction to promote student growth and construct meaning in writing? Think about this in terms of:**
  - evidence pertaining to the teacher’s general approach to analysis
  - the instruction for the student
  - the analysis of the student’s written language development and your judgment of the effectiveness of the analysis and the resultant instruction

# Evaluation of Evidence Guide

Early and Middle Childhood/Literacy: Reading–Language Arts  
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):** Is there evidence that the Literacy: Reading-Language Arts teacher has used knowledge of early and middle childhood students' social, verbal, and cognitive development to inform literacy instruction?
  - b) **KNOWLEDGE OF FIELD (KOF):** Is there evidence of knowledge of reading theory and strategies and their application in formulating instruction?
  - c) **ASSESSMENT (ASMT):** Is there logical evidence of the use of varied assessment tools?
  - d) **GOALS CONNECTIONS (G/C):** What are the goals and connections between goals, student needs, and instruction? Do the goals for the lesson connect literature to the students' needs?
  - e) **INSTRUCTION (INS):** Is there evidence of instructional strategies that guide students to construct meaning from text? Is there evidence of quality teacher to student and/or student-to-student interaction?
  - f) **INSTRUCTIONAL RESOURCES (IR):** Are instructional resources reflective of literary and cultural diversity and inclusive of the learning community?
  - g) **LEARNING ENVIRONMENT (LE):** Is there evidence of a learning environment that is inviting, warm, and supportive and encourages active student engagement in reading literature?
  - h) **REFLECTION (R):** How did the candidate seek to improve teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based upon reflective practice?

2. **Do instructional techniques and interactions used promote student growth and understanding, and the appreciation of literature? 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:**
- knowledge of students ← → knowledge of field ← → assessment ← → goals and connections
  - goals and connections ← → instruction ← → instructional resources ← → learning environment ← → reflection
  - 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. Overall, what is the nature of the evidence that the response provides clear, consistent, and convincing evidence of the teacher’s ability to support diverse learners in their growth as readers and their ability to actively engage their students in constructing meaning from texts that are culturally and developmentally appropriate for them? Think about this in terms of:**
- evidence in the written commentary
  - evidence in the video recording
  - your judgement of the effectiveness of the instruction and the level of engagement in the activity
  - links between the written commentary and the video recording

# Evaluation of Evidence Guide

Early and Middle Childhood/Literacy: Reading–Language Arts  
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):** Is there evidence that the Literacy: Reading–Language Arts teacher has used knowledge of students’ language and literacy background to appropriately incorporate instructional strategies that encourage student(s) to react to visual, auditory, or written material through speaking?
  - b) **KNOWLEDGE OF FIELD (KOF):** Is there evidence of knowledge of effective speaking, listening, and viewing strategies?
  - c) **ASSESSMENT (ASMT):** Is there evidence of observation and/or assessment to set goals that actively guide instruction and help students to progress as listeners, speakers, and viewers?
  - d) **GOALS/CONNECTIONS (G/C):** Is there evidence that the teacher develops goals and thoughtfully plans ongoing instruction that is developmentally appropriate? Does the teacher provide reasonable opportunities for students to use speaking, listening, and viewing to construct meaning by making connections with other disciplines?
  - e) **INSTRUCTION (INST):** Is there evidence that the teacher implements differentiated instruction according to student(s) needs and abilities, to further their speaking, listening, and viewing skills?
  - f) **INSTRUCTIONAL RESOURCES (IR):** Is there evidence that the teacher uses developmentally appropriate technology and a variety of instructional resources to support student investigations of language and the world?
  - g) **LEARNING ENVIRONMENT (LE):** Is there evidence of a learning environment in which students feel comfortable speaking and are respectful listeners? Has the teacher utilized teacher to student and/or student to student interaction to further student(s) learning?
  - h) **REFLECTION (R):** How did the candidate seek to improve teaching through the process of reflection? Did the candidate plan to modify future practice and seek alternative approaches based upon reflective practice?

2. **Do instructional techniques and interactions used promote the students' speaking, listening, and viewing skills through use of technology and connection to a content area? 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:**
- knowledge of students ← → knowledge of field ← → assessment ← → goals and connections
  - goals and connections ← → instruction ← → instructional resources ← → learning environment ← → reflection
  - 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. Overall, what is the nature of the evidence that the performance provides clear, consistent, and convincing evidence of the candidate's ability to use assessment to plan and facilitate an interdisciplinary learning experience that incorporates technology in fostering effective speaking, listening, and viewing for a specific purpose and audience? Think about this in terms of:**
- evidence in the written commentary
  - evidence in the video recording
  - your judgment of the effectiveness of the instruction and the level of engagement in the activity
  - links between the written commentary and the video recording

# Evaluation of Evidence Guide

Early and Middle Childhood/Literacy: Reading–Language Arts  
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 ← → 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