

Evaluation of Evidence Guide

Early Childhood through Young Adulthood/Exceptional Needs Specialist 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 as individuals and as learners, taking into consideration their strengths, their limitations, their interests, and the environment in which they participate; knowledge of the impact that the disability has on the student's development and learning.
 - b) **CONTENT KNOWLEDGE (CK):** Knowledge of special education, content knowledge in the area of instruction, and pedagogical content knowledge.
 - c) **QUESTION (QU):** The question formulated is appropriate to the context of teaching and the specific targeted need of the student; and the question, if answered, will enhance instruction to this student.
 - d) **ASSESSMENT (ASMT):** Assessment tool that is selected and/or designed and used addresses the specific need of the featured student. The information gained is used to develop and implement effective instruction. Is the assessment tool specifically related to the question posed? There has been collaboration with school personnel and families.
 - e) **LEARNING GOALS (LG):** Learning goals are meaningful, challenging, and reflective of high expectations for the student. Do they reflect information gained from deep knowledge of the student, assessment information, and sound content knowledge?
 - f) **INSTRUCTION (INS):** Is instruction appropriate and meaningful following the use of the assessment tool? Does the approach implemented build on the student's strengths to further his or her development and learning? Has this process of questioning and assessing informed the instruction?
 - g) **DIVERSITY (DIV):** Is there a specific example from the instruction of the teacher's efforts to ensure fairness, equity, and access for the featured student?
 - h) **ANALYSIS (ANA):** Teacher's analysis of the effectiveness of the question/assessment and the student's responses to the instruction. Is the analysis accurate, complete, and specific? What new insights are gained after analyzing student responses?

- i) REFLECTION (R): Is there evidence of the teacher's thinking critically about his or her practice? Has addressing this important question and selecting and/or designing an assessment tool helped to adjust and refine assessment and teaching approaches and practices? Is the teacher able to relate this new learning to inform his or her future practice? What new insights are evidenced about assessment in general and the impact it has on the student, the family, and educators?

2. Does the assessment inform the instruction? For the featured student, 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:

- student profile ← → question document
- question document ← → assessment tool document ← → informed instruction
- analysis ← → new insights ← → reflection (i.e., the quality of the “fit”: do the documents and written commentary support and enhance each other or do they conflict?)

3. Do the question formulated, assessment tool used, and instruction provided reflect meaningful, appropriate, and realistic goals for the featured student? Consider whether the question is relevant for enhanced instruction for this student.

- Does the instruction build on the student's strengths and further student learning?
- Does the information gained from the use of the assessment tool assist in the development of worthwhile learning goals?
- Are the question document and assessment tool document addressed in the written commentary?

4. Think about the performance as a whole. Overall, what is the evidence that the teacher has used a deep understanding of the student and a strong knowledge of special education and assessment information to inform instruction which will further student development and learning? Think about:

- the question and the teacher's rationale for its selection
- the assessment tool and its connection to the question posed
- the analysis of the effectiveness of the instruction for the featured student
- insights for future work with the featured student as expressed in the reflection

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Early Childhood through Young Adulthood/Exceptional Needs Specialist
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 as individuals and as learners, taking into consideration their strengths, their needs, their interests, and the teaching context.
 - b) **CONTENT KNOWLEDGE (CK):** Teacher's knowledge of communication development, literacy, and special education.
 - c) **GOALS/CONNECTIONS (G/C):** The nature and appropriateness of communication/literacy goals selected. What are the general literacy/communication goals and the goals for the featured lesson? Goals relate to the individual's needs and reflect high expectations for the students' communication and literacy development.
 - d) **INSTRUCTION (INS):** Instructional sequence addresses the goals selected and meets the needs of the featured student. Instruction shows depth, range and flexibility in the area of communications/literacy. Instruction includes input from the student's family and wider school community. A range and variety of resources are utilized.
 - e) **ENGAGEMENT (ENG):** Quality of student-teacher interactions; non-verbal and verbal signs of interest.
 - f) **LEARNING ENVIRONMENT/DIVERSITY (LE/DIV):** Learning environment that encourages risk-taking; evidence of the teacher's ability to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate
 - g) **TECHNOLOGY (TECH):** Uses appropriate technologies to enhance student learning about communication or literacy.
 - h) **ANALYSIS (ANA):** Teacher's analysis of the effectiveness of the instruction, the environment, and student learning, including what is seen on the video recording.
 - i) **REFLECTION (R):** Next steps, alternative approaches, and ability to analyze and modify the teacher's own practice.

2. **Do the goals and the instruction provided increase/improve the student’s ability to communicate? For the featured student, think about the quality and 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:

- student profile ← → goals selected ← → instruction
- the sequence of instruction ← → analysis of instruction ← → reflection
- the written commentary ← → video recording evidence (i.e., the quality of “fit”: does the video recording support and enhance the written commentary and analysis or does it conflict?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to provide meaningful, engaging communication/literacy instruction in a responsive learning environment to the featured student? Think about:**

- the sequence of instruction
- the written commentary, including the analysis of the lesson featured on the video recording
- the evidence from the video recording itself
- the links between the different aspects of the performance

Evaluation of Evidence Guide

Early Childhood through Young Adulthood/Exceptional Needs Specialist
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 as individuals and social learners, taking into consideration their strengths, their needs, their interests, and the teaching environment.
 - b) **COLLABORATION/COMMUNICATION (C/C):** Family and others' goals, concerns, and insights are considered and incorporated in planning the instruction.
 - c) **GOALS/CONNECTIONS (G/C):** The nature and appropriateness of social development goals selected. Do the goals reflect high expectations, and are they realistic considering the needs of the individual student?
 - d) **INSTRUCTION (INS):** The instruction builds on the student's strengths and interests, engages the student in meaningful learning, and draws on a range of resources that will further the student's social learning.
 - e) **DIVERSITY/LEARNING ENVIRONMENT (DIV/LE):** The learning environment is inviting, equitable, accessible, and fair and also encourages students to trust and respect each other.
 - f) **CONTENT KNOWLEDGE (CK):** Teacher's knowledge of special education, social development and behavior, child development, and pedagogy.
 - g) **ANALYSIS (ANA):** Analysis of the instruction, the environment, and student learning.
 - h) **REFLECTION (R):** Next steps, ability to think critically about his or her own teaching, alternative approaches, and ability to analyze and modify own practice.

2. **Does the instruction on the video recording come together with the rest of the instruction described to facilitate social development with the featured student? 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:**
- student profile ← → goals ← → instruction
 - instruction ← → analysis of instruction ← → reflection
 - written commentary ← → video recording evidence (i.e., the “fit”: does the video recording support and enhance the written commentary and analysis or does it conflict?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to provide meaningful and worthwhile social instruction to further the student’s social development? Think about:**
- the student, goals, and the sequence of instruction
 - the written commentary, including the analysis of the social lesson featured on the video recording
 - the evidence from the video recording itself
 - the links between the different aspects of the performance

Evaluation of Evidence Guide

Early Childhood through Young Adulthood/Exceptional Needs Specialist 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