

Evaluation of Evidence Guide

Middle 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):** Knowledge of students (as learners and as writers) and teaching context to appropriately adjust his or her instructional practice.
 - b) **GOALS/CONNECTIONS (G/C):** Goals, and connections between goals, student needs, writing assignments/prompts, and instruction.
 - c) **ASSIGNMENTS/INSTRUCTION (A/I):** What students were asked to do; how the assignments fit into the larger instructional goals; how the teacher instructed and gave feedback to the featured students.
 - d) **CONTENT KNOWLEDGE/WRITING PROCESS (CK/WP):** Teacher's language arts content/writing process and pedagogical knowledge.
 - e) **PERSONAL EXPRESSION (PE):** Opportunities and support for students to use writing as a tool for personal expression; opportunities to demonstrate multiple perspectives.
 - f) **THINKING TOOL (TT):** Opportunities and support for students to use writing as a significant intellectual tool, to explore and communicate ideas in a meaningful way.
 - g) **ANALYSIS (ANA):** Teacher's description and analysis of the student work and the students' development as thinkers and writers. Is the analysis accurate, complete, and specific, showing awareness of understandings and misunderstandings?
 - h) **REFLECTION (R):** Evidence that the teacher is thinking critically about his or her own practice, in relation to individual students and overall.

2. **Does instruction promote this student's growth as a thinker and writer of language arts? (ANSWER FOR EACH STUDENT.) For each 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:**
 - information about the student ← → the instructional goals ← → the instruction
 - the instruction ← → the teacher's analysis of the student work ← → the reflection

- the teacher’s analysis ← → the student 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 general approach to teaching writing support students’ growth as thinkers and developing writers? Consider:

- support for students to actively explore their own ideas and writing processes and take responsibility for their own learning
- teacher recognizes that the writing process is a complex, recursive thinking process, teaching and allowing for multiple stages of development, multiple drafts, review and revision
- the intellectual challenge of the ideas being explored in language arts
- students are writing for a variety of audiences and purposes and developing their skills in expository and narrative writing

4. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to further students’ development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing? Think about:

- the evidence in both analyses
- the responses of both students
- your judgment of the effectiveness of the instruction for each of the students
- the evidence pertaining to the teacher’s approach to teaching writing
- the links between the different aspects of the performance

Evaluation of Evidence Guide

Middle Childhood/Generalist
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):** Teacher’s knowledge of child development and of the students he or she teaches in order to inform instruction.
 - b) **GOALS/CONNECTIONS (G/C):** Goals, and connections between goals, information about the students, and the community-building strategies.
 - c) **PERSPECTIVES (PER):** Ways students are encouraged to understand and consider a range of perspectives other than their own.
 - d) **RESPONSIBILITY (RES):** Ways students assume responsibility for their own actions.
 - e) **INSTRUCTION (INS):** Teacher’s community-building strategies through a social studies/history theme, topic, or issue.
 - f) **LEARNING ENVIRONMENT (LE):** Nature of the learning environment. Is it stimulating and supportive of students taking intellectual risks and working collaboratively? Do students actively express their ideas and opinions and actively listen to others?
 - g) **CONTENT KNOWLEDGE (CK):** Teacher’s social studies/history content and pedagogical knowledge.
 - h) **ANALYSIS (ANA):** Teacher’s discussion and analysis of the video recording. Is it accurate and insightful?
 - i) **REFLECTION (R):** Teacher’s ability to think critically about and adjust his or her own practice in response to classroom needs.

2. **Does the discussion on the video recording come together to promote students’ intellectual and social growth and understanding? 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 community-building strategies
 - the community-building strategies ← → the teacher’s analysis ← → the reflection
 - the written commentary ← → what you saw on the video recording (i.e., quality of the “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 create a stimulating learning climate that supports students’ emerging abilities to understand and consider perspectives other than their own through a social studies/history theme, topic, or issue and to assume responsibility for their actions? Think about:**
- the community-building strategies
 - the written commentary, including the analysis of the featured lesson
 - the evidence from the video recording itself
 - the links between the different aspects of the performance

Evaluation of Evidence Guide

Middle 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):** Knowledge of students as learners and teaching context.
 - b) **GOALS/CONNECTIONS (G/C):** Connections between the goals, student needs, and instruction.
 - c) **INTERDISCIPLINARY THEME (IT):** Choice of interdisciplinary theme; rationale for theme; how the theme was developed; how theme supports exploration of significant problems in science.
 - d) **KNOWLEDGE OF CONTENT (KOC):** Choice and effective use of a “big idea” from science and ability to integrate concepts from math.
 - e) **INSTRUCTION (INS):** What students were asked to do; how the featured instructional materials/assignments fit into the larger instructional sequence; how the teacher instructed and gave feedback to the featured students; how technology is incorporated.
 - f) **LEARNING ENVIRONMENT (LE):** Creates a supportive, congenial, and purposeful learning environment that promotes active learning and exposes students to a variety of intellectual challenges.
 - g) **ASSESSMENT (ASMT):** Uses an appropriate assessment that furthers learning goals and enhances instruction.
 - h) **MULTIPLE PATHS (MP):** How instruction allows for multiple paths to learning.
 - i) **ANALYSIS (ANA):** Teacher’s description and analysis of the student work and the students’ developing understanding of the theme and the big idea(s) in science. Is the analysis accurate, complete, and specific, showing awareness of understandings and misunderstandings?
 - j) **REFLECTION (R):** Evidence that the teacher is thinking critically about his or her own practice, in relation to students and overall performance.

2. **Does instruction promote the students' growth in understanding of the selected theme and the related big idea(s) in science? (ANSWER FOR EACH GROUP.) For each group, 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 students \leftarrow \rightarrow the goals \leftarrow \rightarrow the instruction
- the instruction \leftarrow \rightarrow the teacher's analysis of video recording \leftarrow \rightarrow the reflection
- the teacher's analysis \leftarrow \rightarrow the integration of math and science (i.e., the quality of "fit": do the three sources of evidence support and enhance each other or do they conflict and undermine each other?)

3. **Does the teacher develop a theme that is interdisciplinary and appropriately utilize a big idea in science as well as math-related concepts to enhance students' understanding of the theme?**

Consider:

- the strength of the interdisciplinary theme and whether the instructional sequence supports learning about that theme
- the connections between the big idea in science and the mathematical concept
- whether the instructional materials/assignments allow for students to use open-ended processes resembling science inquiry and provide multiple paths to learning

4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to help children acquire scientific and mathematical knowledge in thinking, observing, and communicating through planning and implementing a science learning experience that integrates mathematics applications?**

Think about:

- the instructional sequence, including the instructional materials/assignments
- the teacher's analysis of the learning sequence
- your judgment of the effectiveness of the instruction for the students
- the links between the different parts of the performance

Evaluation of Evidence Guide

Middle 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 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