

Early Adolescence– Adolescence and Young Adulthood/English Language Arts

Component 4: Effective and Reflective Practitioner

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC

PILOT TEST

This NBPTS Pilot Test document is valid from February to June 2016.

Content in the final operational version of the *Component 4 Portfolio Instructions and Scoring Rubric* to be published in October 2016 will fully supersede all instructions, statements, and positions contained in this Component 4 Pilot Test document.

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Overview

This document provides information about the Early Adolescence–Adolescence and Young Adulthood/English Language Arts (EA–AYA/English Language Arts) Component 4: Effective and Reflective Practitioner portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 4: Effective and Reflective Practitioner

This portfolio entry provides you with the opportunity to highlight your abilities as an effective and reflective practitioner in developing and applying your knowledge of your students. You will gather information from a variety of sources about a group of students; use assessments to effectively plan for and positively impact your students' learning; and provide evidence of your collaboration with families and caregivers, the community, and colleagues and of your contributions to learning communities to advance students' learning and growth. The types of information you submit, the sources of that information, and how you use it will be specific to your subject area and the unique characteristics of your students, school, district, and community. This portfolio entry and the rubric used to assess your submission are aligned with the Five Core Propositions and the certificate area Standards. Remember to refer to the Standards for a complete understanding of the characteristics and expectations of accomplished teaching in your certificate area.

EA–AYA/English Language Arts Component 4 Portfolio Entry

In the EA–AYA/English Language Arts Component 4: Effective and Reflective Practitioner portfolio entry:

- You provide a profile, or description, of one group of students you select from the current school year. The profile will be developed from and supported by information you collect about the group of students. For most teachers, the group of students will be your class.
- You provide evidence that you collect relevant information about your group of students from data sources and through communications with people who know your students well.
- You submit evidence that you base assessment practices on your knowledge of the students and understanding of sound assessment principles, including assessment purpose, validity, and fairness. You show that you use assessments, the information gained from assessments, and other data sources to positively impact these students' learning. You must link the assessment data to your practice; be specific about how the data you submit provides support for what you do in the classroom.
- You submit evidence that you use accumulated knowledge about students (from the current and/or previous school years) to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts in the school, district, community, or other learning communities designed to support students' learning and growth.
- You reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice.

EA–AYA/English Language Arts Standards Measured by Component 4

Because the purpose of the tasks in the portfolio entries is to measure your teaching practice, the overall focus of the portfolio entries and rubrics is on your knowledge and skills related to gathering and using relevant information, and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, Effective and Reflective Practitioner, measures the following EA–AYA/English Language Arts Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Students
- II. Fairness, Equity, and Diversity
- III. Learning Environment
- IV. Instructional Design and Implementation
- IX. Inquiry
- X. Assessment
- XI. Collaboration
- XII. Advocacy

For the complete English Language Arts Standards, refer to **www.boardcertifiedteachers.org**.

The EA–AYA/English Language Arts Component 4 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 4 tasks.

You should read the Standards and the rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EA–AYA/English Language Arts Component 4](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EA–AYA/English Language Arts Component 4](#)," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EA–AYA/English Language Arts Component 4 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An **Electronic Submission at a Glance** chart listing the materials you collect and/or prepare as well as the release forms to keep for your records, as applicable. Submitting complete and appropriate materials is essential for proper scoring of your portfolio entry.

For general information about developing and submitting your materials, refer to the *General Portfolio Instructions* available at **www.boardcertifiedteachers.org/for-candidates**.

For instructions on using the electronic portfolio management system to submit your materials, review the tips, tools, and tutorials and the *Guide to Electronic Submission* at **www.boardcertifiedteachers.org/eportfolio**.

Scoring Rubric

The EA–AYA/English Language Arts Component 4 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **www.boardcertifiedteachers.org**.

Portfolio Instructions for EA–AYA/English Language Arts Component 4

This section contains the directions for developing and submitting the Component 4 EA–AYA/English Language Arts portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- an explanation of how to format, assemble, and submit your portfolio entry;
- questions that must be answered as part of your submission.

Before beginning to work on this portfolio entry, read the following directions for developing each element.

What Do I Need to Do?

This portfolio entry captures your abilities as an effective and reflective practitioner in developing knowledge of your students and then applying that knowledge to advance students' learning and growth. You will show that you base instructional decisions and assessment practices on your knowledge of the students gained from your collaboration with the learning community as well as your understanding of sound assessment principles. You will demonstrate this understanding through examples of assessments used for formative and summative purposes. You will provide evidence that you use assessments, the information gained from assessments, and other data sources to positively impact the students' learning.

In this entry, you

- describe or build a profile of a group of students by collecting relevant information from families and caregivers, the community, colleagues, and other sources;
- demonstrate that the assessment choices you make in an instructional unit are based on the knowledge of the students that you gain from your collaboration with multiple sources, the learning objectives of the unit, your understanding of sound assessment principles and practices, and how the information is used to effectively plan for and make a positive impact on student learning;
- use your cumulative knowledge of students to analyze and reflect on the effectiveness of your assessment practices and how best to positively impact student learning.

What Do I Need to Submit?

For this entry, you must submit the evidence described in this section. Refer to the “[Component 4 Electronic Submission at a Glance](#)” chart in this document for detailed information.

- **Contextual Information.** Submit a completed **Contextual Information Sheet, (no more than 1 page)** that describes the broader context in which you teach. You will identify the type of school/program in which you teach, the grade/subject configuration, and the number of students and courses you teach. Include, as well, information necessary to understand your portfolio entry and any significant information about space, staff, access to technology, and/or other constraints.
- **Knowledge of Students.** Select one group of students as the focus for both the Knowledge of Students and the Generation and Use of Assessment Data sections of this portfolio entry. Submit a completed **Group Information and Profile Form (no more than 2 pages)** and associated evidence.
- **Generation and Use of Assessment Data.** Select two assessments—**one formative** and **one summative**—to use in this portfolio entry. Submit the following forms that describe these assessment materials:
 - a completed **Instructional Context Form (no more than 1 page)**
 - a completed **Formative Assessment Materials Form** and a completed **Summative Assessment Materials Form** and associated evidenceThree student self-assessments must be included with **either** the Formative Assessment Materials Form **or** the Summative Assessment Materials Form, but not with both. The assessment materials form with which you include the student self-assessments can be **no more than 2 pages**. The assessment materials form that does not include the student self-assessments can be **no more than 1 page**.
- **Participating in Learning Communities.** Describe a professional learning need and a student need on which you have worked collaboratively with colleagues to meet or about which you have shared your expertise in a leadership role with the larger learning community. The needs should be based on either the same group of students or an earlier group of students with whom you have worked.

Submit the following forms that describe these needs:

- a completed **Description of Professional Learning Need Form (no more than 1 page)**
- a completed **Description of a Student Need Form (no more than 1 page)**

When selecting your activities, consider the following categories of involvement:

- teacher as learner
 - teacher as advocate, collaborator, and/or leader
- **Written Commentary.** Write a commentary (**no more than 12 pages**) on your practice of gathering and using information about students and how you contribute to positive changes for students.

The period for evidence collection is the 12 months prior to the date of the opening of the ePortfolio Submission Window as described in the *Guide to National Board Certification*.

It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio entry must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in *General Portfolio Instructions* and the National Board’s ethics policy.

Before beginning to work on this component, read the following directions for developing each element. Refer to the “[Component 4 Forms](#)” section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from www.boardcertifiedteachers.org.

Selecting the Groups of Students

For the Group Profile

Choose a whole group of your students for which you will develop a profile or description. For most candidates, this group will be a whole class; for others, it may be another configuration appropriate for your professional situation. For example, a school counselor might use a group of students with a similar need, or an ENL teacher might use a pull-out group of students with the same language of origin. Note that at least 51% of the students in the group that you use to complete Component 4 must be within the stated age range for the certificate area during the period in which you collect evidence for your portfolio.

For the profile, the students must be your students during the current school year or have been within the 12 months preceding your submission. Your response will be considered on the basis of how you develop knowledge of your students through collaboration with families and caregivers, the community, and colleagues; analysis of data you gather; and your use of that knowledge to make appropriate assessment choices and to use assessment to improve student learning.

Provide a profile or description of the group of students you selected to feature in this portfolio entry based on the information you gathered. Include relevant characteristics of the group that will help others “see” the students as a group of learners who will benefit from the information gathered.

The focus is on your knowledge of the students, your collaboration with others as you gain and make decisions based on that knowledge, and assessment—not on the level of student achievement.

For Participation in Learning Communities

When selecting a group of students for this portion of the portfolio entry, the student needs you consider may come from those identified from your current students and/or needs identified up to two school years prior to your completion of this portfolio entry. Any professional learning, advocacy, or collaborative activities must have taken place in the current or previous school year, with evidence of the impact of those activities during the current year.

Knowledge of Students

For the group of students you selected as the focus for the **Knowledge of Students** and **Generation and Use of Assessment Data** sections of this portfolio entry, you will submit a completed **Group Information and Profile Form (no more than 2 pages)**. Write the following on this form:

- a description of the information about the group of students you collected from multiple sources and how you collected it; for example:
 - collecting and analyzing student assessment data or other school data from previous years
 - collecting observational data
 - obtaining relevant information from families and caregivers and other school or professional personnel who have worked with these students or similar groups of students
 - exploring community resources for factors that may affect the school and your students
- a detailed profile or description of the group of students you selected to feature in this portfolio entry based on the information you gathered:
 - Include what you know about this group of students as learners and what affects your instructional decisions.
 - Identify areas that may require future information gathering.
 - Include relevant characteristics of the group that will help others “see” the group and understand your instructional and assessment decision making.

Show that you gathered information from at least two of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members. In the file **with** the completed **Group Information and Profile Form**, you must include **no more than 2 pages** of evidence; for example:

- progress charting
- email records
- ongoing notes
- other appropriate methods of sharing information

Generation and Use of Assessment Data

Select a unit and learning objectives that provide opportunities to use assessments for formative and summative purposes with the same group of students for which you have developed the profile. Your use of the assessments should be meaningful in the context of the instructional unit, be appropriate for the range of students in the group, and produce results that are accurate and reliable and that are used to contribute to the students’ learning.

You will need to submit information and materials associated with one formative use of assessment and one summative use of assessment. For each type, you may feature either an assessment you created yourself or a ready-made assessment that you have selected.

Caution: Remember, while you may use a ready-made assessment, do not **submit** copies of ready-made assessments (in whole or in part) that are copyrighted or otherwise test secure.

Select two assessments—**one formative** and **one summative**—to use in this portfolio entry. You will submit the following forms that describe these assessment materials:

- a completed **Instructional Context Form (no more than 1 page)** on which you will describe the following:
 - the unit plan
 - the unit objectives
 - why the selected assessments are appropriate for the students and the unit objectives
- a completed **Formative Assessment Materials Form (no more than 1–2 pages)** and a completed **Summative Assessment Materials Form (no more than 1–2 pages)**. See important information below about the page limits for these forms. On each form, describe the following:
 - the assessment that you used
 - how the purpose of assessment aligns with learning objectives and how the assessment results support your teaching practice
 - why this assessment is appropriate for the group of students profiled
 - how the assessment was developed or selected
 - how it was administered and scored
 - how the results are intended to be used

In each file with the completed assessment materials form, include the following:

- **the assessment** if it was teacher-made (do not include a copyrighted/ready-made assessment) (**no more than 2 pages per assessment**); if it is **not** teacher-made, a description of the assessment and its purpose (**no more than 2 pages per assessment**)
- **data or other results** from the assessment that illustrate patterns, trends, or outliers in students' responses or performance (**no more than 2 pages per assessment**)
- for **either** the formative **or** the summative assessment, **examples of 3 students' use of self-assessment or feedback** as part of the assessment process (**no more than 3 pages**); for example:
 - student self-evaluation using a rubric or checklist
 - transcript of a conversation between students or between a student and the educator

Please note that student self-assessment evidence may be included with **either** the formative assessment materials **or** the summative assessment materials, but not both. If it is included with both assessments, only the evidence for the formative assessment will be scored. Two pages are allowed for the assessment materials form with which you include the students' self-assessments. The assessment materials form that does not include the students' self-assessments can be no more than 1 page.

For an assessment you created, you will also need to submit **no more than 2 pages** of the assessment. If the assessment is more than **2 pages**, you may select which pages to submit. For an assessment that you did not create, you will need to submit a description of the assessment and its purpose in **no more than 2 pages**. You may wish to consider selecting pages that show different types of assessment questions or activities.

Submit assessment results (**no more than 2 pages per assessment**) that include results for the entire group of students in your profile, not a subset of students. Consider the best way to represent the results to allow for effective and accurate analysis of the outcomes.

How to Format and Submit Your Assessment Materials

- Complete an assessment materials form for each assessment: one formative and one summative (refer to the "Component 4 Forms" section of this document). Include the associated assessment if it is teacher-made (do not include a copyrighted/ready-made assessment) and data or other results from the assessment after each form in your file for submission. For one of the two assessments, also include examples of 3 students' use of self-assessment or feedback.
- Be sure that your assessment materials are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID on each assessment form where indicated. Clearly label the assessment (if included) and the data as "Formative" and "Summative," as appropriate. Label each student's use of self-assessment or feedback as "Student 1," "Student 2," and "Student 3," as appropriate.
- Format your materials to fit onto an 8.5" × 11" page. If materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If assessment materials were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting smaller items (including photos and images, but not text), you may format several smaller items on one 8.5" × 11" page as long as they are readable, which counts as **1 page** toward your page total.
- Do not reduce full-sized pages of assessment materials to fit more than one assessment material onto a single page.
- If materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects, video or audio recordings, multi-dimensional product), submit a digitized drawing, image, or photograph, which will count toward your page total, along with your description. If you submit a drawing, image, or photograph, be sure it is large enough to be legible on an 8.5" × 11" page.

Refer to the "Component 4 Electronic Submission at a Glance" chart in this document for the file types acceptable for submission, the number of files to submit, the page counts allowed for each piece of evidence, and how to assemble assessment materials for submission.

Participation in Learning Communities

As part of this entry, you are asked to include information and evidence of your involvement in learning communities. This requires you to describe, analyze, and reflect on your participation in the learning communities relevant to you, your students, and your practice. Include ways in which this participation impacts your practice of gathering and using information about students to inform your instructional and assessment practices and contributes to positive learning changes for students. Provide evidence of the need for the advocacy, collaboration, and/or leadership on your part as well as its impact on student learning by submitting the following:

- A completed **Description of Professional Learning Need Form (no more than 1 page)** on which you will describe the following:
 - a need for professional learning by yourself and/or by yourself and your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time) and assessment practices
 - how you met that need
- In the file with the completed Description of Professional Learning Need Form, **include evidence (no more than 2 pages combined)** of the following:
 - evidence of how you met the professional learning need
 - evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)
- A completed **Description of a Student Need Form (no more than 1 page)** on which you will describe the following:
 - a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association)
 - how you collaborated with others to meet that student need
- In the file with the completed Description of a Student Need Form, **include evidence (no more than 2 pages combined)** of the following:
 - evidence of the student need
 - evidence of how you collaborated with others to meet the student need
 - evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community)

Written Commentary

In this entry, you submit a Written Commentary (**no more than 12 pages**) on your practice of gathering and using information about students and how you contribute to positive changes for students.

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
 1. **Knowledge of Students**
 2. **Generation and Use of Assessment Data**
 3. **Participation in Learning Communities**
 4. **Reflection**
- Address the italicized questions in the following section entitled "What to Include in Your Written Commentary."
- Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.

- Use the following language and format specifications when writing your commentary:
 - Write in English.
 - Use double-spaced 11-point Arial font.
 - Format 1-inch margins on all sides of the document.
- Refer to the “Component 4 Electronic Submission at a Glance” chart in this document for complete submission requirements.
- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of no more than 12 double-spaced pages. If you submit a longer document, only the first 12 pages will be scored.

What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

1. Knowledge of Students (Suggested length: 2 pages)

In this section, address the following questions:

- *What and who were the sources for the information that you gathered? What guided you in selecting those particular sources of information? Why were those sources appropriate for the information you were collecting and the selected group of students? How did you determine the relative importance of the different kinds of information you gathered?*
- *What are some of the trends you identified from the information you gathered from multiple sources? How did you identify or confirm the trends?*
- *What other factors did you take into account when analyzing and reflecting on the various sources of information and why?*
- *Based on your analysis, what are the needs of this group of students and what kinds of supports do you anticipate providing in order to meet those needs in fair and equitable ways? What other educators, professionals, family members, or community members will you need to collaborate with to meet their needs and why? [You will show how you apply this information to one particular unit of instruction in the next section.]*

2. Generation and Use of Assessment Data (Suggested length: 5 pages)

In this section, address the following questions:

- *How did you use the knowledge of this group of students that you collected and developed and the unit objectives to inform the planning of this unit? Specifically, how did that knowledge inform the kinds of assessments (formative and summative) you planned to use and any modifications that would be necessary given students’ learning modalities, social and emotional growth, exceptionalities, abilities, interests, etc.?*
- *What steps did you take to ensure the assessment results provided consistent, fair, and accurate information about students’ performance?*
- *What did your analysis of the results of the formative assessment tell you about where the students as a group are in relation to the unit objectives? What patterns, trends, or outliers did you see in the results? Cite specific examples from the submitted evidence. What other factors did you take into account as you analyzed and interpreted the results?*

- *What adjustments to the unit plan did you make based on the results of the formative assessment? Be sure to show a direct link between the information you gleaned from the assessment data and the instructional plans you made. Describe what, if any, additional resources or supports you provided or steps you took to work with families, colleagues, or others in the community.*
- *What did your analysis of the results of the summative assessment tell you about where the students as a group are in relation to the unit objectives? What patterns, trends, or outliers did you see in the results? How did that inform future instruction? What other factors did you take into account as you analyzed and interpreted the results?*
- *How did you support students' use of feedback and/or self-assessment during the unit to achieve the unit objectives?*
- *How did you apply the knowledge you accumulated through the multiple sources you consulted and the unit assessments to future instruction with this group of students? Be sure to cite specific examples.*

3. Participation in Learning Communities (Suggested length: 2 pages)

In this section, address the following questions:

- *How did you identify the area of need for professional learning? What factors or information did you consider in determining how to meet that need?*
- *How did you identify the student need requiring advocacy, collaboration, and/or your leadership? Who did you work with and what was your role? What factors or information did you consider in determining how to meet that need?*

4. Reflection (Suggested length: 3 pages)

In this section, address the following questions:

- *How effective were your efforts to develop knowledge about the group of students you selected? In the future, what different approaches or additional steps might you take to further enhance your knowledge of students and why?*
- *How has your assessment practice evolved as you have gained knowledge of your students and learned from your experiences; your interactions with colleagues, students' families and caregivers, and other community members; or your participation in professional development opportunities and learning communities?*
- *Were your professional learning and collaborative learning community activities as effective in advancing students' learning and growth as you expected? If so, what contributed to a positive result? If not, what factors influenced that outcome?*
- *Considering the major areas of professional practice addressed in this entry (developing knowledge of students, collaborating with others, using assessment, participating in learning communities), what is your plan for continuing to have a positive impact on students' learning and growth in the future?*

Component 4 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files for you to download from www.boardcertifiedteachers.org and are available for reference on the following pages of this document.

EA–AYA/English Language Arts Component 4: Effective and Reflective Practitioner			
What to Submit	Supported File Types	Number of Files to Submit/Response Length	Additional Information
Contextual Information Sheet (form provided)	doc, docx, odt, or pdf	Submit 1 file that includes: <ul style="list-style-type: none"> Completed Contextual Information Sheet (no more than 1 page) 	<ul style="list-style-type: none"> Use 11-point Arial font Single space
Knowledge of Students (form provided)	doc, docx, odt, or pdf	Submit 1 file that includes: <ul style="list-style-type: none"> Completed Group Information and Profile Form (no more than 2 pages) Evidence that you gathered information from at least two sources (no more than 2 pages) 	<ul style="list-style-type: none"> Use 11-point Arial font Single space Label evidence appropriately
Generation and Use of Assessment Data (forms provided)	doc, docx, odt, or pdf	Submit 3 files that include: <ol style="list-style-type: none"> Completed Instructional Context Form (no more than 1 page) Formative assessment materials, including: <ul style="list-style-type: none"> Completed Formative Assessment Materials Form (no more than 1–2 pages, depending on inclusion of student self-assessments*) Teacher-made formative assessment (if applicable) (no more than 2 pages) Data or other results from formative assessment (no more than 2 pages) Summative assessment materials, including: <ul style="list-style-type: none"> Completed Summative Assessment Materials Form (no more than 1–2 pages, depending on inclusion of student self-assessments*) Teacher-made summative assessment (if applicable) (no more than 2 pages) Data or other results from summative assessment (no more than 2 pages) <p>* With either the formative or the summative assessment, include examples of 3 students' use of self-assessment or feedback (no more than 3 pages)</p>	<ul style="list-style-type: none"> Use 11-point Arial font Single space Label the assessments (if included) and data as "Formative" and "Summative," as appropriate. Label each student's use of self-assessment or feedback as "Student 1," "Student 2," and "Student 3," as appropriate.
Application of Knowledge of Students and Teaching Practice (forms provided)	doc, docx, odt, or pdf	Submit 2 files that include: <ol style="list-style-type: none"> Completed Description of Professional Learning Need Form (no more than 1 page), including the following evidence (no more than 2 pages combined): <ul style="list-style-type: none"> Evidence of how you met the professional learning need Evidence of the impact of your actions on student learning Completed Description of a Student Need Form (no more than 1 page), including the following evidence (no more than 2 pages combined): <ul style="list-style-type: none"> Evidence of the student need Evidence of how you collaborated with others to meet the student need Evidence of the impact of the collaboration on those the plan was intended to benefit 	<ul style="list-style-type: none"> Use 11-point Arial font Single space Label evidence appropriately
Written Commentary	doc, docx, odt, or pdf	Submit 1 file (no more than 12 pages)	<ul style="list-style-type: none"> Use 11-point Arial font Double space with 1" margins on all sides

Release forms are available as PDF downloads from www.boardcertifiedteachers.org. **Retain completed release forms for your records; do not submit them with your evidence.**

Component 4 Forms

This section contains the forms required for Component 4. You must download the word-processing files available at **www.boardcertifiedteachers.org**, fill them out electronically, include any associated evidence in the file with the completed form, and then upload the complete electronic file or scanned image to the electronic portfolio management system.

You may not delete any original text on the forms (including the header, footer, title, directions, notes, and prompts) to allow more space for your responses; both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be scored.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose self-assessments are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**.

Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, notes, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored. Please spell out the first occurrence of acronyms.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses Taught: []

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.

[]

Group Information and Profile Form

Directions: Respond to the prompts below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Group Information and Profile Form, include **no more than 2 pages** of evidence (e.g., progress charting, email records, ongoing notes) that you gathered information from at least two of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members.

Candidate ID#: []

1. Describe the information about the group of students you collected from multiple sources and how you collected it.

[]

2. Describe the group of students you selected to feature in this portfolio entry based on the information you gathered.

[]

Instructional Context Form

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

Candidate ID#: []

1. Describe the unit.

[]

2. Describe the unit objectives.

[]

3. Describe why the selected assessments are appropriate for the students and the unit objectives.

[]

Formative Assessment Materials Form

Directions: Respond to the prompt(s) below (in **Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Formative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made; do not include a copyrighted/ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)

You may include examples of 3 students' use of self-assessment or feedback (**no more than 3 pages**) with this form. This form must be **no more than 2 pages** if you include self-assessments. Without self-assessments, it must be **no more than 1 page**.

Student self-assessments included: [] Yes [] No

Candidate ID#: []

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered, how the results were scored/evaluated, and how the results are intended to be used.

[]

2. If you are including student self-assessments or feedback, provide context for the examples.

[]

Summative Assessment Materials Form

Directions: Respond to the prompt(s) below (in **Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Summative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made; do not include a copyrighted/ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)

You may include examples of 3 students' use of self-assessment or feedback (**no more than 3 pages**) with this form. This form must be **no more than 2 pages** if you include self-assessments. Without self-assessments, it must be **no more than 1 page**.

Student self-assessments included: [] Yes [] No

Candidate ID#: []

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered and scored, and how the scores are intended to be used.

[]

2. If you are including student self-assessments or feedback, provide context for the examples.

[]

Description of Professional Learning Need Form

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Description of Professional Learning Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of how you met the professional learning need you described below
- Evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)

Candidate ID#: []

1. Describe a need for professional learning by yourself and/or your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time).

[]

2. Describe the evidence you provided of how you met the professional learning need you described above.

[]

Description of a Student Need Form

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Description of a Student Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of the student need
- Evidence of how you collaborated with others to meet the student need
- Evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community)

Candidate ID#: []

1. Describe a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association).

[]

2. Describe the evidence you provided of how you collaborated with others to meet the student need you described above.

[]

Scoring Rubric for EA–AYA/English Language Arts Component 4

Level 4

The **LEVEL 4** performance provides clear, consistent, and convincing evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 4 performance provides *clear, consistent, and convincing* evidence the teacher:

- collaborates effectively with families and caregivers, colleagues, and others to develop information about a group of students and insightfully evaluates the information for relevance and relative importance.
- applies the in-depth knowledge gathered about the group of students in planning effective and fair instruction and assessment, at the same time honoring students' passions and concerns.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction, while providing connections to challenging curricula through lessons that appeal to a variety of learning styles and meet individual student needs.
- collects, analyzes, and compares data skillfully to identify trends and patterns and uses that information to design, evaluate, and modify instruction and assessment practices to meet students' needs.
- helps students effectively apply feedback from assessments in ways that positively impact the students' learning, skillfully empowering students to use assessment as a tool that they can use to take responsibility for their own learning.
- systematically and insightfully reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- methodically expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute measurably to student learning and growth.

Overall, there is *clear, consistent, and convincing* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

Level 3

The **LEVEL 3** performance provides *clear* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 3 performance provides *clear* evidence the teacher:

- collaborates appropriately with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- adequately applies the knowledge gathered about the group of students in planning instruction and assessment at the same time honoring students' passions and concerns.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction while regularly providing connections to challenging curricula through lessons that appeal to a variety of learning styles and meet individual student needs.
- collects, analyzes, and compares data capably to identify trends and patterns and uses that information to design, evaluate, and modify instruction to meet students' needs.
- adequately helps students apply feedback from assessments in ways that positively impact the students' learning, routinely empowering students to use assessment as a tool that they can use to take responsibility for their own learning.
- regularly reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth.

Overall, there is *clear* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

Level 2

The **LEVEL 2** performance provides *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 2 performance provides *limited* evidence the teacher:

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance. The information gathered may be incomplete or superficial.
- applies the knowledge gathered about the group of students in planning instruction and assessment while honoring students' passions or concerns. The connection between the gathered information about the students and the unit objectives, instruction, and/or assessments may be unclear or weak.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction providing some connections to challenging curricula through lessons that appeal to a variety of learning styles and meet individual student needs. The assessments may be inappropriate or ineffective for the intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, or modify instruction to meet students' needs. The data may be incomplete or the effect of the data on instruction is superficial.
- helps students apply feedback from assessments in ways that positively impact the students' learning, occasionally empowering students to use assessment as a tool that they can use to take responsibility for their own learning.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The link between activities for expanding one's professional knowledge and the impact on student learning and growth may be unclear or weak.

Overall, there is *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

Level 1

The **LEVEL 1** performance provides *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 1 performance provides *little or no* evidence the teacher:

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- applies the knowledge gathered about the group of students in planning instruction and assessment in a meaningful way, sometimes honoring students' passions or concerns. There may be little or no connection between the gathered information about the students and the unit objectives, instruction, and/or assessments.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning. There may be gaps or poor articulation between steps in the process.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction providing intermittent connections to challenging curricula through lessons that appeal to a variety of learning styles or meet individual student needs. The assessments may be inappropriate or ineffective for the intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, and modify instruction. The data may be incomplete and not used effectively to impact instruction.
- helps students apply feedback from assessments in ways that positively impact the students' learning, helping some students to use assessment as a tool that they can use to take responsibility for their own learning.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The cited activities may be trivial and/or have little connection to student learning and growth.

Overall, there is *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

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