

Entry 2 – Building a Learning Community

Entry Overview

In this entry you will demonstrate your knowledge and skills that pertain to classroom management, cultural sensitivity in relationships, and the involvement of families and communities in the education process. You will also provide evidence in the form of artifacts that illustrate the practices you describe as well as student* ownership in their own learning, relationships and classroom environment.

Before you begin, review the Candidate Guide and the following materials to make sure you have a deep understanding of all the requirements of this entry, what evidence you have to submit, and how your evidence will be scored. Evidence includes both your written commentary and your artifacts.

Writing Guidelines

Student Voice

Rubric

Glossary

Standards and Criteria

The following Washington Professional Teaching Standards and Criteria represent the focus of this entry. The evidence you submit needs to address and will be scored according to the following:

Standard 1: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching that ensures student learning by:

- (c) Using appropriate classroom-management principles, processes and practices to foster a safe, positive, student-focused learning environment
- (e) Demonstrating cultural sensitivity/competence in teaching and in relationships with students, families and community members
- (g) Informing, involving and collaborating with families and community members as partners in each student's education process, including using information about student achievement and performance

* "Student" is defined as P-12 students and does not include adults/teachers.

What You Have to Do for This Entry

For this entry, you must submit the following evidence:

1. Written commentary of a maximum of 21,000 characters including spaces (approximately equivalent to 14 pages double-spaced) that:
 - Responds to all parts of the guiding prompts
 - Provides written evidence of your competencies within each criterion
 - References your teacher instructional artifacts and student* work artifacts, including student voice artifacts, to support your written evidence
 - Describes your knowledge, skills and strategies that specifically relate to the guiding prompts
 - Analyzes in what ways and why your evidence demonstrates your competencies for each criterion measured by this entry
2. Two types of artifacts to a maximum of 12 single-paged attachments* that:
 - Provide teacher instructional artifacts appropriate to the guiding prompts
 - Provide student work artifacts, including student voice artifacts (e.g., attitudes, perceptions, responses to feedback) appropriate to the guiding prompts

* Only the 1st page of each attachment will be scored; content exceeding the 1 page per attachment limit will not be scored.

How to Compose your Written Commentary

This entry contains 4 steps with guiding prompts designed to help you provide evidence that supports the rubric. Your response must address all parts of the guiding prompts.

Step 1: Contextual Profile/Knowledge of Students

Step 2: Classroom Environment

Step 3: Cultural Sensitivity/Competence

Step 4: Communication and Collaboration

Use the textboxes to compose your responses. As you respond to each of the guiding prompts, consider what supporting artifacts (teacher instructional and student work, including student voice) should be included. Upload your artifacts, and then attach and reference them in each textbox, as appropriate.

* "Student" is defined as P-12 students and does not include adults/teachers.

Entry 2 – Guiding Prompts and Written Commentary

(maximum 21,000 characters including spaces)

Step 1: Contextual Profile/Knowledge of Students

This step provides a context for this entry through description of characteristics, features, conditions or influences of the school or classroom environment. As your response is scored, this information will provide understanding of your school or classroom environment.

The Contextual Profile/Knowledge of Students textbox is not scored; it is provided to give the scorer a context for your response to this entry.

Textbox 2.1.1

Contextual Profile/Knowledge of Students – Guiding Prompts

Student* learning is dependent upon the context in which students live and gain experience. Explain the factors most influencing your students' learning environment in the community, in the school and in the classroom.

No artifacts are permitted.

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Step 2: Classroom Environment

Textbox 2.2.1

Participation in Classroom Procedures – Guiding Prompts

Describe the ways your students* have a voice in:

1. establishing classroom norms (e.g., procedures, protocols, and rules)
2. contributing to a safe, respectful and productive learning environment

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Textbox 2.2.2

Feedback – Guiding Prompts

Describe the ways you ensure all students* receive feedback (e.g., assistance, encouragement and recognition) to promote an equitable and inclusive learning environment.

Explain how you know your students understand this feedback. Explain the ways your students make use of this feedback.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Step 3: Cultural Sensitivity/Competence

Textbox 2.3.1

Student Diversity – Guiding Prompts

Describe what you know about your students’* diversity (e.g., life experiences, prior knowledge, abilities, disabilities, gender, socio-economic status, race/ethnicity and culture). Explain the ways you use this information to inform instructional decisions that have a positive impact on student learning.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* “Student” is defined as P-12 students and does not include adults/teachers.

Textbox 2.3.2

Fostering Respect – Guiding Prompts

Describe the ways you foster respect for divergent ideas, individual differences and diverse cultures among your students*.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Textbox 2.3.3

Facilitating Contributions of Personal Experience – Guiding Prompts

In what ways do you encourage students* to contribute their personal experience and/or backgrounds to their own learning? Describe ways in which you facilitate students' connection of personal experience and/or background to their learning.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Textbox 2.3.4

Relationships with Families/Community – Guiding Prompts

In what ways do you develop culturally sensitive relationships with families/guardians and community members? Describe your strategies for building relationships with families/guardians and communities to result in a positive impact on student* learning.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Step 4: Communication and Collaboration

Textbox 2.4.1

Communication of Student Progress – Guiding Prompts

Describe your two-way communication strategies used to inform, involve and collaborate with families/guardians about student* progress.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.

Textbox 2.4.2

Collaboration to Support Student Learning – Guiding Prompts

Describe the ways you collaborate with your extended learning community (e.g. specialists, counselors, families or community members and/or agencies) to support and improve student* learning in your classroom.

Cite evidence from your artifacts to support your description.

Attach files, as needed. Scroll down to locate your list of artifacts. Where the artifact is referenced inside this textbox, type the complete name of your file between [] brackets. Example: [studentvoice.doc]

Type your response

* "Student" is defined as P-12 students and does not include adults/teachers.