

## Entry 3 – Curriculum, Instruction and Assessment

### Entry Overview

In this entry you will demonstrate your knowledge and skills that pertain to curriculum, instruction, assessment and technology, as well as your ability to elicit and use student\* voice through description, analysis and reflection of evidence. You will demonstrate positive impact on student learning through evidence that illustrates 3 focus students' involvement in their own learning.

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 which ensure student learning by:

- (a) Using instructional strategies that make learning meaningful and show positive impact on student learning
- (b) Using a variety of assessment strategies and data to monitor and improve instruction
- (d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student
- (f) Integrating technology into instruction and assessment

**Standard 2:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

- (a) Evaluating the effects of his/her teaching through feedback and reflection

\* "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 24,000 characters including spaces (approximately equivalent to 16 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
  - Demonstrates a positive impact on the learning of 3 focus students representing a range of diverse learners
  - Focuses on a period of instruction appropriate to each of the 3 focus students, their developmental levels, the learning targets and the instructional strategies
  - Describes, analyzes, and reflects on student evidence and student voice
  - Analyzes in what ways and why your evidence demonstrates your competencies for each criterion measured by this entry
  - Reflects on what ways you elicit and use student voice to make decisions about curriculum, instruction, assessment and technology to impact student learning
2. Two types of artifacts:
  - Student work artifacts, including student voice artifacts (e.g., attitudes, perceptions, responses to feedback) appropriate to the guiding prompts, to a maximum of 15 single-paged attachments<sup>1</sup>
  - Teacher instructional artifacts appropriate to the guiding prompts, to a maximum of 7 single-paged attachments<sup>1</sup>

For this entry, you must choose 3 focus students who:

- Represent a range of learners in your class (or from one class period for secondary)
- Represent the diversity in your classroom (learning styles, cultures, special needs)
- Show growth over time during the lesson, unit or assignment
- Are referred to as Student A, Student B and Student C (do not use any student identifiers)

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

<sup>1</sup> Only the 1st page of each attachment will be scored; content exceeding the 1 page per attachment limit will not be scored.

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### **How to Compose your Written Commentary**

This entry has 3 steps with guiding prompts 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:** Planning and Implementing Curriculum, Instruction, Assessment and Technology

**Step 3:** Student Self-Assessment and Analysis

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.

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## Entry 3 – Guiding Prompts and Written Commentary

(maximum 24,000 characters including spaces)

### Step 1: Contextual Profile/Knowledge of Students

#### Textbox 3.1.1

##### Contextual Profile/Knowledge of Students – Guiding Prompts

Briefly describe a maximum of 3 factors inside your learning environment that most influence your instructional decisions for these 3 students\* (e.g., learning centers, specialists, para-educator support, assistive or other equipment, class size, learning materials).

Briefly describe a maximum of 3 factors outside your learning environment that most influence learning for your entire class (e.g., available technology, community-school partners, family support).

Briefly describe the instructional implications of the factors above for each of the 3 focus students. Be specific for Student A, Student B and Student C.

What was the initial performance level of the 3 focus students (e.g., reading score, content pre-test, commercial test(s) with name and year given or any other appropriate learning measure)? Be specific for Student A, Student B and Student C.

What is the social/behavioral range of the 3 focus students? Be specific for Student A, Student B and Student C.

**Suggested maximum of 2,250 characters for this section (approximately equivalent to 1-1/2 pages double-spaced). No artifacts are permitted.**

Type your response

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## Step 2: Planning and Implementing Curriculum, Instruction, Assessment and Technology

### Textbox 3.2.1

#### Learning Targets – Guiding Prompts

Identify the learning targets you chose for each of the 3 focus students. Cite data from the students' prior learning that support your decisions. The learning targets may be the same or different for each child.

What national, state, and/or district standards or developmental goals, did you choose to support your choice of learning targets? Provide a rationale for your choices.

**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

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## Textbox 3.2.2

### Understanding Learning Targets – Guiding Prompts

State your evidence from the student\* work artifacts demonstrating student understanding of the learning targets. Identify and summarize trends in student performance seen in the evidence. Analyze your findings.

If the students did not initially understand the learning targets, what additional steps did you take?

**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

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### Textbox 3.2.3

#### Instructional Strategies – Guiding Prompt

In what ways did you vary instructional strategies to facilitate learning for the 3 focus students\* in order to meet their learning targets? Include any modifications/accommodations you made for the students. Provide a rationale and evidence to support your choices.

**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

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### Textbox 3.2.4

#### Assessment Design – Guiding Prompt

Describe the ways in which you used the learning targets to design a variety of assessments for the 3 focus students\*. Analyze the connection between the learning targets and the assessment design. Cite evidence to support your analysis.

**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

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### Textbox 3.2.5

#### Assignments/Assessment – Guiding Prompts

In what ways did you use classroom assignments and/or formative assessments to measure progress toward the learning targets? Describe and analyze the impact of these classroom assignments and/or formative assessments on the learning of your 3 focus students\*. Cite evidence to support your analysis of the positive impact on student learning.

In what ways did you use student work or self-assessment to make instructional decisions? Provide a rationale for those decisions. Cite evidence to support your rationale.

**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

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### Textbox 3.2.6

#### Meeting Learning Targets – Guiding Prompts

Describe the ways assessment results were used to help the 3 focus students\* know progress toward their own learning targets. Analyze the positive impact on their learning as a result of understanding progress toward their own learning targets. Cite evidence from the student work artifacts to support your analysis.

Based on assessment results, what instructional strategies will you use in your future plans to increase learning for the 3 focus students? Provide a rationale.

**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

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### Textbox 3.2.7

#### Critical-Thinking, Problem-Solving and/or Adaptive Methods – Guiding Prompts

Describe how you developed and/or modified curriculum to foster your 3 focus students'\* use of critical-thinking, problem-solving and/or adaptive methods. Cite evidence from student work artifacts to show this use.

In what ways did the 3 focus students understand the use of critical-thinking, problem solving and/or adaptive methods for a positive impact on their own learning? Cite evidence from student work artifacts.

In what ways did the 3 focus students make the connection between critical-thinking, problem-solving and/or adaptive methods to progress toward their own learning targets? Cite evidence from the student work artifacts.

**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

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## Textbox 3.2.8

### Technology – Guiding Prompts

Describe the ways you use available technology as a learning and assessment tool in your classroom and/or school. In what ways did you incorporate this technology into your instruction and assessments to address your learning targets? Cite evidence to support your analysis.

In what ways did your 3 focus students\* use available technology to impact their learning? Cite evidence from the student work artifacts.

Reflect on your next steps to integrate technology to improve learning for the 3 focus students. Provide a rationale.

**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

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### Textbox 3.2.9

#### Responsible Use of Technology – Guiding Prompt

Describe the ways you foster the responsible and ethical use of available technology with all of your students\*. Cite and analyze your teacher instructional artifacts appropriate to your grade level.

**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

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## Step 3: Student Self-Assessment and Analysis

### Textbox 3.3.1

#### Student Self-Assessment and Analysis – Guiding Prompts

In what ways did your 3 focus students\* use the scoring criteria to self-assess their own work? Provide student work artifacts and an analysis of the evidence showing how the self-assessment had a positive impact on the learning of the 3 focus students.

Given the evidence on student self-assessment feedback, reflect on your next steps to improve the 3 focus students' self-assessment skills.

**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

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### Textbox 3.3.2

#### Students' Understanding of Learning Targets – Guiding Prompts

In what ways did you use reflection on student\* involvement in your instruction? In what ways did you know that each of the 3 focus students understood his/her progress toward the learning targets? Cite evidence from student work artifacts to support your analysis.

Reflect on your next steps to foster students' continued understanding of progress toward their own learning targets. Provide a rationale.

**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

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