Accomplished Adolescence and Young Adulthood/English Language Arts teachers acquire specific knowledge about students’ individual intellectual and social development and use that knowledge to advance students’ achievement as readers, writers, speakers and listeners, and viewers and producers of media texts in English language arts. Teachers treat all students fairly and are committed to providing them with equal opportunities with regard to the instruction and resources students need to develop both as language learners and as informed, literate human beings. Teachers have a wide range of pedagogical strategies at their disposal, and their search for appropriate strategies to engage all students is based on the realization that the threshold for success may vary from student to student. Teachers create ample opportunities for students to experience success as they express their individuality through language learning. They draw on their knowledge of their students, of how language is learned, and their extensive knowledge of the English Language Arts to set ambitious learning goals, organize, structure, and sequence learning activities that reflect these goals, and gauge students’ progress in terms of them. They also recognize the importance of relying on their students' growing maturity in designing assignments that provide students with increasing latitude, scope, and responsibility. They adjust their practice, as appropriate, based on student feedback.

Accomplished Adolescence and Young Adulthood/English Language Arts teachers establish and manage inclusive learning environments in which they engage, challenge, and support students in meaning-making and expression about issues and texts in a variety of media that matter to them. They are well-versed in the elements of group dynamics and provide opportunities for students to be constructively and actively engaged in whole class discussions about literature and other topics that have been presented using texts from a variety of media. They create open-ended questions that require students to pay attention to the dynamics of the interactions and contributions to discourse. They provide opportunities for students to take creative risks, offer conjectures, question the assertions proposed by others, or find their own ideas challenged or validated in a classroom culture of trust and mutual respect. They adapt and create curricular resources that support active student exploration of literature and language processes. They frequently integrate reading, writing, speaking, and listening, and viewing and producing opportunities in their instruction and incorporate content from other disciplines.

Accomplished Adolescence and Young Adulthood/English Language Arts teachers reflect on their practice, can talk persuasively about why they make the pedagogical decisions they do, and comment on ways to improve their practice.

The following Standards represent the focus of this entry:
I. Knowledge of Students
II. Knowledge of English Language Arts
III. Instructional Design and Decision Making
IV. Fairness, Equity, and Diversity
V. Learning Environment
VI. Instructional Resources
VII. Integrated Instruction
X. Listening and Speaking
XIV. Self-Reflection
What Do I Need To Do?

In this entry, you will demonstrate the teaching strategies that you use for whole class English language arts discussion. This entry is designed to capture your development of students' abilities to engage with you and with each other in meaningful discourse, and your integration of language arts. Thus, this videotape should show you and your students involved in a discussion about a topic, concept, or text important to your instruction. You will also provide evidence of your ability to describe, analyze, and reflect on your own work.

For this entry, you must submit the following:
- Written Commentary (11 pages maximum) that provides a context for your instructional choices, and describes, analyzes, and evaluates your teaching through whole class discussion.
- One Videotape (15 minutes maximum) of a whole class English language arts discussion.
- Instructional Materials (3 pages maximum) related to the lesson featured on the videotape that will help assessors understand what occurred during the lesson.
- All forms required for this entry are in "Cover Sheets and Forms."

See "Making Good Choices" and "Format Specifications" for more detail regarding each of the above.
How Will My Response Be Scored?

Your response will be judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to engage students in a substantial whole-class discussion on an important English language arts topic in the context of a learning sequence that effectively integrates reading, writing, speaking, and listening using the rubric below:

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<tr>
<th>Format (25 points)</th>
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<th>2</th>
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<tr>
<td>Video (15 minutes; unedited/ no effects; all voices audible)</td>
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<td>Cover Sheets (included)</td>
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<td>Written Commentary (1&quot; margins on 8.5&quot; x 11&quot; paper; 10+ font; paginated; name in upper right hand corner; headers for Instructional Content, Planning and Videotape Analysis, Reflection)</td>
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<tr>
<th>Quality of Writing, Organization, Language Use (50 points)</th>
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<th>Quality of Teaching (100 points)</th>
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<td>Clear, consistent evidence of....</td>
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<td>A safe, inclusive, and challenging environment</td>
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<td>Active engagement of students with the lesson</td>
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<td>Opportunities for thoughtful classroom discussion</td>
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<td>Detailed knowledge of students’ backgrounds, prior knowledge, interests, and abilities</td>
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<td>The establishment of high, attainable, worthwhile goals for student learning</td>
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<td>Integrated reading, writing, speaking, and listening activities related to learning goals</td>
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<td>Organized, sequenced, structured learning activities related to learning goals</td>
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<td>Varied, appropriate, thought-provoking instructional resources to engage students</td>
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<td>Connections to course readings (citations)</td>
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COMMENTS:
Composing My Written Commentary
The Written Commentary has been divided into sections with specific questions to help organize and direct your response. Your Written Commentary must address the following italicized questions and be organized into three sections using the headings that appear in boldface below.

1. Instructional Context
2. Planning and Videotape Analysis
3. Reflection

It is not necessary to include the italicized questions within the body of your response. The entire Written Commentary must be no longer than 11 typed pages. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the three sections.

1. Instructional Context
This information is in addition to the information provided on the Contextual Information Sheet, which focuses on the school/district at large. In this section, address the following questions about your selected class:

- What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: 21 students in grades 9 and 10, ages 14 through 16, American literature)
- What are the relevant characteristics of this class that influenced your instructional strategies for this lesson: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class? What are the instructional challenges represented by these particular students?
- What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor "see" this class.
- What are the relevant features of your teaching context that influenced the selection of this lesson? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.

[Suggested total page length for Instructional Context: 1 page]

2. Planning and Videotape Analysis
This information focuses on your description and analysis of the whole class discussion shown on the videotape. When citing specific evidence, it may be helpful if you identify specific locations in the videotape by describing specific dialogue, events, and/or students (e.g., "the girl in the green sweater in the second row"). In this section, address the following questions:

- What are your long-term goals and any thematic connections (during the school year) for this class, and why are these goals and themes appropriate for these students?
- What are the instructional goals for this particular lesson, how did they fit into your long-term goals and any thematic connections, and what is your rationale for choosing whole class discussion as your format to meet the goals of this lesson?
- How does the information about this particular class influence what is seen on the videotape?
- What were the specific procedures and teaching strategies you used in this lesson, including those used to foster student participation in the whole class interaction? What were your reasons for those choices? Cite specific examples from the videotape that show you fostering student participation.
• How do you ensure fairness, equity, and access for all students in your class? Cite a specific example from the videotape.
• What materials/resources did you use in the lesson, and what were your reasons for choosing these resources?
• What activities related to this lesson came before and after this videotape segment? What was your rationale for selecting this sequence of activities?
• How does this lesson reflect your integration of English language arts strands?

[Suggested total page length for Planning and Videotape Analysis: 6 pages]

3. Reflection
In this section, address the following questions, citing evidence from the videotape to support your answers:

• To what extent did you achieve the lesson's goal or goals? Provide evidence from the videotape to support your answer.
• What was a successful moment/aspect on the videotape? Explain why it was successful.
• What would you do differently, if anything, if you were to reteach this particular lesson? If you would not change anything, explain why.
• What was the influence of the lesson's outcome on future instruction of this class or members of this class?

[Suggested total page length for Reflection: 4 pages]

Making Good Choices
Selecting the class
You must choose the class to feature. The class should be one in which whole class discussion is a common practice and an important component of instruction. Since your response will be considered on the basis of how you support students engaged in purposeful whole class, English language arts discussion, it is not necessarily the case that your most advanced class provides the best opportunity to feature your practice. The focus is on your practice, not on the level of student achievement.

Selecting the lesson
You must select an English language arts lesson that will provide good opportunities for your students to converse purposefully as a whole class. Some possible topics could be discussion of a literary text, student writing, student presentations, evaluation of media resources, etc. The lesson should show how you integrate reading, writing, listening and speaking, and/or viewing and producing media text opportunities. The class you choose need not be advanced, but the lesson on which you are focusing should be one that is important for the students at their level of learning and one in which they are likely to be engaged in constructive and meaningful discourse.

The videotape must show how you foster the engagement of students in sharing ideas and listening attentively to each other as they explore topics related to English language arts. In addition, conversations in the classroom may cross disciplines, as when the English language arts topic is enriched by talking about history, philosophy, art, music, or science.

Whole class discussion should be a part of your effort to integrate the English language arts strands (reading, writing, listening, and speaking, and viewing and producing media texts).

Selecting the videotape segment
You will need to select the continuous, unedited 15-minute videotape segment to submit. Be sure to choose a segment that gives you an opportunity to discuss your practice. What is important in this entry
is to show how you facilitate students' learning through purposeful and meaningful whole class discussion. Therefore, the videotape must show you facilitating discussion in a whole class format. However, the camera need not always be on you; the tape may include portions showing students working individually or collaboratively on the same or different tasks, but these portions should be limited in time.

Videotape a number of different class periods. Remember that you will need one 15-minute, continuous and unedited videotape segment to complete this entry; having several from which to select will allow you to make a careful choice.

The 15-minute segment that you select can come from any point in the whole class discussion; select the segment that you think provides the best evidence of the Standards being assessed.

Remember, you must have a signed Student Release Form for all students seen on the videotape before videotaping. Any adults that appear in the videotape (for example, teacher's aides, parents, student-teachers, or colleagues) will need to sign an Adult Release Form prior to videotaping.

Entry 2
Format Specifications

Written Commentary
"Writing About Teaching" in Get Started provides useful advice for developing your Written Commentary. Your response will be scored based on the content of your analysis. However, it is important to proofread your writing for spelling, mechanics, and usage. Your response must meet the requirements listed below:

* Be organized into the section headings given in the "Composing My Written Commentary" section:
  1. Instructional Context
  2. Planning and Videotape Analysis
  3. Reflection
* Be typed in double-spaced text on 8.5" X 11" paper with one-inch margins on all sides using Times New Roman 12 point font. Print on only one side of each page. Pages with pictures or text on two sides will count as two pages. Consult "Formatting Written Materials" in Specifications for more specific instructions.
* Be written in English.
* Have all pages sequentially numbered
* Have your name in the upper right corner on all pages. If you are using a word-processing program, you may find that it saves time to create a "header" that will print your name on each page.
* Be legible. Be sure that your printer's ribbon or toner cartridge is in good condition.
* Preserve the anonymity of the students. Do not use students' last names.
* Be no longer than 11 typed pages in total. If you submit a longer Written Commentary, only the first 11 pages will be read and scored.

The Written Commentary you submit for this entry must meet all of the requirements above. If it fails to do so, your score may be reduced.
Videotape
"Tips for Videotaping" in Get Started provides useful advice for videotaping your lesson. Your videotape must meet the requirements below:

- Be no longer than 15 minutes. If you submit a longer videotape, only the first 15 minutes will be viewed and scored.
- Be continuous and unedited. Caution: Stopping and restarting the camera or sound will be regarded as editing.
- Be taken from a single camera.
- Contain no graphics (e.g., titles) or special effects (e.g., fade in/fade out).
- Be in standard VHS format. Do not submit miniature or adapted formats, such as VHS-C. Do not use Super VHS videotape cartridges. Do not submit videotapes recorded in extended play (EP); submit videotapes recorded in standard play (SP) only.
- Be taken from an angle that includes as many faces of the students in the class as possible. The videotape should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking. You must be shown in the videotape, as well.
- Have sound quality that enables assessors to understand all of what you say and most of what students say.

The videotape you submit for this entry must meet all of the requirements above. If it fails to do so, your score may be reduced.

You must also submit a photocopy of a government-issued photo ID. The photo ID should be enlarged to double its actual size, so both your photo and your name are clearly visible.

Instructional Materials
Include instructional materials that will help an assessor understand the content of the videotape. You or your students may have used these materials before, during, or after the activity featured on the videotape. Complete an Instructional Material Cover Sheet for each entry. Attach the following materials to each cover sheet, in the order listed below:

- Your typed responses to the questions found on the cover sheet. Your responses must be typed in double-spaced text on 8.5" X 11" paper with one-inch margins on all sides using Times New Roman 12 point font, and be no longer than 1 typed page.
- Any relevant instructional materials that help in understanding the lesson (handouts, excerpts from teacher guides, instructions to students, copies of overhead transparencies, etc.).
  
  Note: If instructional materials that are important for assessors to see are impractical to submit (for example, overhead transparency or slide projections, writing on the chalkboard or whiteboard, software, three-dimensional objects), submit a drawing, photocopy, digitized image, photograph, or a description/transcription of the material. (If you submit a description/transcription, it must be typed in double-spaced text with one-inch margins on all sides using a font no smaller than 12 point. Print on only one side.)

The materials that you submit must meet the following requirements:

- Be no larger than 8.5" X 11". A smaller item (e.g., a photograph) must be affixed to an 8.5" X 11" sheet of paper.

  Note: If an instructional material was created in PowerPoint, HyperStudio, or other similar media, you may format up to 6 slides on one 8.5" X 11" sheet. Each sheet will count as one page toward your page total.

  Note: If an instructional material contains Web pages, each Web page printout (one 8.5" X 11" sheet) will count as one page toward your page total.
Note: Do not photocopy full-size pages of instructional materials in a reduced format in order to fit more than one instructional material onto a single sheet of paper.

- Must not contain any names or other ways of identifying the student(s) if samples of student work are included.
- Have content on only one side of each page. Pages with content on two sides will count as two pages.
- Be legible.
- Have all pages sequentially numbered.
- Have your name in the upper right corner on all pages.
- Be no more than 3 pages of instructional materials. Cover sheets and sheets containing your responses to the questions on the cover sheets do not count toward this total. No materials will be returned.

The instructional materials you submit for this entry must meet all of the requirements above. If they fail to do so, your score may be reduced. Failure to submit a Written Commentary, videotape, and instructional materials will make your response to this entry unscorable.