

# NATIONAL BOARD

*for Professional Teaching Standards<sup>®</sup>*



## COMPONENT 2:

**NATIONAL BOARD**



**OKLAHOMA NETWORK**



# NATIONAL BOARD



## OKLAHOMA NETWORK

### 5 Core Propositions

Teachers are Committed to Students and their Learning

Teachers Know the Subjects they Teach and how to Teach those Subjects

Teachers are Responsible for Managing and Monitoring Student Learning

Teachers Think Systematically about their Practice and Learn from Experience

Teachers are Members of Learning Communities

### Component 2

#### Differentiation in Instruction

Provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment.

In this entry, you:

Must submit the following:

Period of instruction:

## Component 2 Checklist

\_\_\_\_\_ Does my Contextual Information Sheet show a picture of my classroom?

\_\_\_\_\_ Are my Student Learning Goals clear?

\_\_\_\_\_ Did I include National Board Standards?

\_\_\_\_\_ Did I include State and Local Standards?

\_\_\_\_\_ Did I answer all parts of the prompts?

\_\_\_\_\_ Do I have all student work samples scanned and ready for upload?

### Does student and work samples prove that. . .

\_\_\_\_\_ I know my content

\_\_\_\_\_ I know and understand this student(s) and their needs and strengths?

\_\_\_\_\_ My instructional activities meet student(s) needs?

\_\_\_\_\_ I am able to adjust my instructional practices to meet students' needs?

\_\_\_\_\_ I can explain why my plan of instruction worked or didn't work?

\_\_\_\_\_ I can demonstrate how to improve my lesson?

\_\_\_\_\_ I can demonstrate how to take this student to the next level?

### Does my instructional activities prove that. . .

\_\_\_\_\_ My students are engaged in the activity?

\_\_\_\_\_ I give my students time to pause and process?

\_\_\_\_\_ I engage my students

\_\_\_\_\_ I give students time to talk, write and or discuss the topic?

\_\_\_\_\_ I have real life relevance?

\_\_\_\_\_ Require higher order thinking?

\_\_\_\_\_ Assess all my students' understanding?

\_\_\_\_\_ Meet various learning styles of my students?

## Overview of Component 2

Component Title: \_\_\_\_\_

Standards for this component: Write the number and title of each standard that must be addressed.

Standard Number	Standard Title

What is the total number of pages that you can submit in your commentary? \_\_\_\_\_

How are the page allocations broken down in each section?

Section Title	Suggested Page Length



What must you demonstrate in this component? \_\_\_\_\_

\_\_\_\_\_

What is the major evidence of your teaching ability that you must show? \_\_\_\_\_

\_\_\_\_\_

What is the source of the student work? \_\_\_\_\_

\_\_\_\_\_

How many samples of student work must you include? \_\_\_\_\_

How many focus students must you feature? \_\_\_\_\_

From what time period must the work be drawn? \_\_\_\_\_

**What matters in this component?**

What should you consider in making your selection of focus students?

\_\_\_\_\_

What should you consider in your selection of an instructional sequence? Identify some of the important features of the sequence you will select.

\_\_\_\_\_

\_\_\_\_\_

Make a few notes that will help you select just the right lesson. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Given what you have read about this component, think about a lesson sequence and a class that you currently teach that would lend themselves as good choices for this component. Make a few notes to justify this selection.

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## Using The Architecture of Accomplished Teaching to Plan Component Two

*Think about a lesson sequence that you might teach and construct your thinking behind your teaching using the prompts that align with the AAT.*

*Instructional Context (Grade, # of students, subject, time frame of lesson or lesson sequence):* \_\_\_\_\_

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Standard(s)	AAT considerations	Issues to Consider	Decisions/Actions
	<p><b>1. The students</b></p> <p>Who are the students for whom this lesson is designed? Describe them.</p>		
	<p><b>2. Goals</b></p> <p>What are the learning goals for this lesson/unit? What do you want students to know and be able to do at the conclusion?</p>		
<b>Reflect!</b>	<b>Goals align with students?</b>		



	<p><b>3. Instructional Design</b></p> <p>What are the instructional strategies and materials you might select for this lesson? Why did you choose these? (Link to students/goals)</p>		
<b>Reflect!</b>	<b>Will instruction accomplish goals?</b>		
	<p><b>4. Evaluate Student Learning Formative/summative</b></p> <p>How will you know when the students accomplished the goal(s)? What formative assessments will you use? Next steps for students who might not succeed?</p>		
	<p><b>5. Reflection / Next steps (After teaching)</b></p> <p>Thinking about what worked well and what you observed about student learning, what learning goal will you set for these students next? Why is this a good selection? What elements of the first lesson or sequence will you use again? What will you change?</p>		



## Exercise 7-1: Setting Goals

Lesson Title: \_\_\_\_\_

<p><b>What Do I Want Students to Learn?</b></p> <p>1.</p>    <p>2.</p>	<p><b>Why Did I Choose These Goals?</b></p>
<p><b>How Will I Determine Student Learning?</b></p> <p>1.</p> <p>2.</p>  <p>3.</p>  <p>4.</p>  <p>5.</p>	

**Directions:** Use this template to help you select and explain your goals for the lesson. Tell why the goals are important, and how you will assess them.





# Exercise 7-4: Multi-Lesson Sequence Plan

Lesson Title: \_\_\_\_\_

<b>Goals for Student Learning</b>	
Pre-assessment of current skills and content knowledge: <i>What information do you currently have about your students?</i>	Learning goals for this instructional sequence: <i>How are these goals related to what you know about your students and the subject area?</i>
<p style="text-align: center;"><b>Lessons and Strategies</b></p> Describe the strategies and activities to scaffold student learning toward achievement of the goals.	<p style="text-align: center;"><b>Formative Assessments</b></p> Indicators of progress toward the goals: <i>How will you monitor student progress? Describe your assessments for each lesson.</i>
1.	
2.	
3.	
4.	
<b>Summative Assessment</b>	
<i>What will students know and be able to do at the end of this instructional sequence?</i>	
Product or performance	Criteria for Assessment/Evaluation

**Directions:** Use this template to help you think about instruction that occurs over time. When, for example, a series of student work samples will be used to demonstrate student progress toward selected learning targets.



## Exercise 7-2: Instruction and Assessment

Lesson Title: \_\_\_\_\_

<p><b>What</b> instructional activities will I use to help students meet the learning goals?</p>	<p><b>Why</b> did I select these activities?</p>
<p><b>Which</b> of my students may need "customized" assistance in order to meet the learning goals?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>	<p>How will I adjust the activities or the environment to enhance success for each of these students?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>

**Directions:** Describe the activities you will use to help students meet the goals. Explain why you chose these activities. Explain how you will adjust activities or instruction to meet the needs of certain students.



# Knowledge of Students

Family

Strengths

Weaknesses

Learning Style

**Student Name**

Interests

Gender/Age

Future Career

Exceptionalities



## **Goal selection as the foundation of creating an effective lesson:**

**A goal is a statement of what students will learn as a result of deliberate instruction in an evidence-centered lesson.**

**An activity is any one of a number of things that students do during a lesson that help them achieve mastery of the goal.**

A good goal:

- Describes what students will be able to do as a result of a particular lesson.
- Is deliberately selected in consideration of most of the aspects of students' backgrounds, using many sources of information about each student's needs and strengths
- Includes a plan for assessment of what will be considered evidence of mastery
- Is considered vital for conceptual understanding of the discipline, therefore it is most likely part of the learning standards.
- Is used to develop the instructional plan including activities, grouping, length of the sequence, use of technology

