

NATIONAL BOARD

for Professional
Teaching Standards®



COMPONENT 3

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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 3 Teaching Practice and Learning Environment

Captures details about your instructional planning, direct evidence of your practice from 2 video recordings and instructional materials, and your analysis of and reflection on your teaching as displayed in the 2 video recordings.

You will be evaluated on the demonstrated evidence of your practice and analysis as it relates to instruction, student engagement, and the learning environment.

In this entry, you:

Period of instruction:

Must submit the following:

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Getting Started

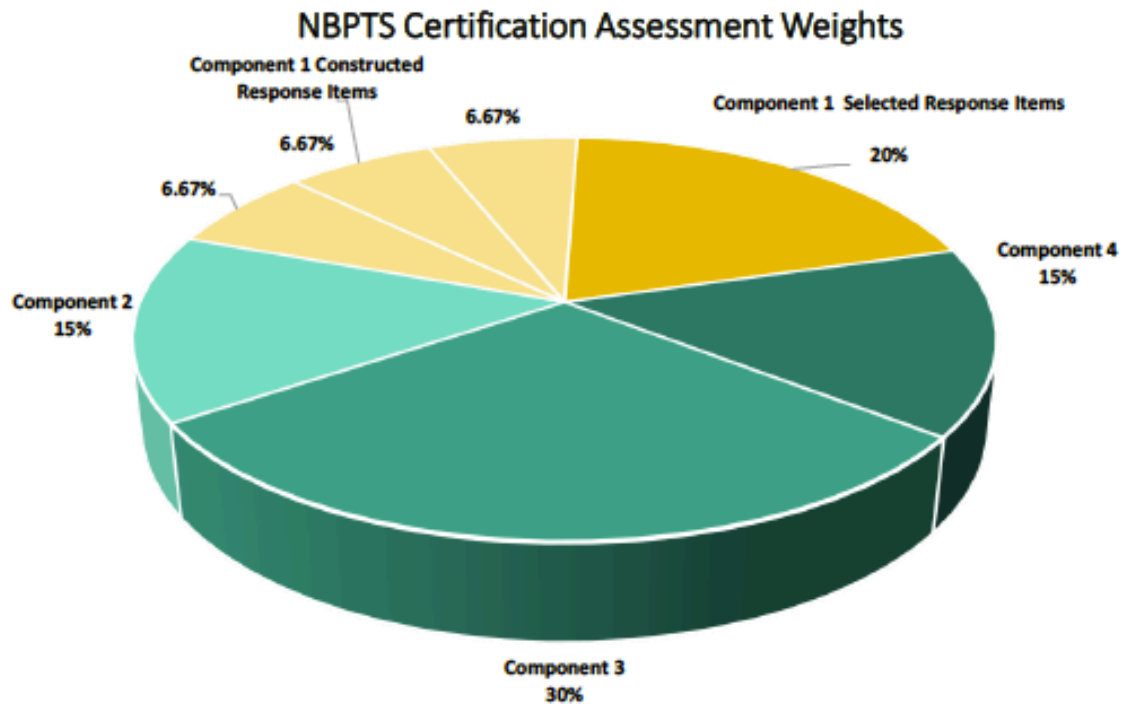
Print out all Content Area Standards

Take "Title" funding handout to administration office to ask for Professional Days

Find Tech/Video expert at your school and explain you may need help in the Spring

Handout Video Permission Forms to all students

The pie chart below represents the assessment component weights.



Overview of Component 3

Component Title: _____

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

| Standard Number | Standard Title |
|-----------------|----------------|
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What Forms Must be Submitted?

| Form Title | Covers entire Component OR Just One Video? | Page Length | Single or Double Spaced? |
|------------|--|-------------|--------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Written Commentary

| Title | Covers entire Component OR Just One Video? | Page Length | Single or Double Spaced? |
|-------|--|-------------|--------------------------|
| | | | |
| | | | |

What must you demonstrate in this component? _____

What must your videos show? _____

How many videos? _____ How long can your video(s) be? _____

How many edits per video can you make? _____

How many focus students must you feature? _____

How will students be grouped for the each video?

Video #1- _____

Video #2- _____

What matters in this component?

What should you consider in making your selection of your featured lesson?

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

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. Be sure to consider the Standards! Look at the Planning Calendar and when you want to start videotaping.

Component
3 Checklist

Video Checklist

- Is my knowledge of my subject evident?
- Is the lesson age appropriate?
- Did my students understand the lesson?
- Did I demonstrate my knowledge of students?
- Did I interact with my students?
- Did I listen to my students and provide feedback when needed?
- Were all students engaged?
- Were students collaborating?
- Is it evident that students were actively working towards the goals?
- Is it evident that the learning environment was challenging?
- Is the learning environment student-centered?
- Is the learning environment fair and equitable?

Writing Checklist

- Can the reader see my class?
- Does my writing match the video?
- Did I provide evidence that my strategies were research based?
- Is it evident that I recognized if the lesson went as planned and modified if needed?
- Is it evident that I grew as a professional from reflecting on the lesson?

Rubric Checklist

- What are the characteristics of a 1?
- What are the characteristics of a 4?
- Does my component reflect these characteristics?

Planning for Component 3- Generating Ideas for Video lessons

Make sure you have read your Component 3 Standards and have completed your Standard organizer. Look at around page 7 of your Component 3 instructions. It is a page titled **Selecting a Lesson for Each Video**. Fill these charts with the bullets from page 7 and lesson ideas that best shows what is described in your Standards and these bullets. You might want to color code the bulleted items and link them to your ideas from your practice. That way you can see which idea links to which bulleted items. Remember you want to show the breadth of your practice so consider different groupings of students as well.

| Learning Environment Bullets (List bullets from Page 7) | Evidence in my Practice (What lesson shows this best?) If you're not sure go back and reread your Standard dealing with Learning Environment, paying attention to the examples. |
|---|---|
| | |

| | |
|---|---|
| <p>Student Engagement Bullets (List bullets from Page 7)</p> | <p>Evidence in my Practice (What lesson shows this best?) If you're not sure go back and reread your Standard dealing with Student Engagement, paying attention to the examples.</p> |
| | |

| | |
|--|--|
| <p>Instruction Bullets (List bullets from Page 7)</p> | <p>Evidence in my Practice (What lesson shows this best?) If you're not sure go back and reread your Instruction Standard paying attention to the examples.</p> |
|--|--|

| | |
|--|--|
| <p>Instruction Bullets (List bullets from Page 7)</p> | <p>Evidence in my Practice (What lesson shows this best?) If you're not sure go back and reread your Instruction Standard paying attention to the examples.</p> |
|--|--|

| | |
|---|--|
| <p>What is the extent of classroom involvement (e.g., are most students participating or are the same few students doing all the talking)?</p> | |
| <p>Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?</p> | |
| <p>What kinds of questions do you ask? Can all your questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?</p> | |
| <p>Are there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?</p> | |

| | |
|--|--|
| <p>What roles (e.g., expert, facilitator, colearner) do you play in the video recording? Is each role appropriate for the situation?</p> | |
| <p>What kinds of tasks do you ask students to do? Do you capitalize on their previous knowledge and experiences?</p> | |
| <p>What instructional opportunities do you take advantage of and why?</p> <p>What instructional opportunities do you not take advantage of and why?</p> | |
| <p>What evidence do you see of the students taking intellectual risks? Does the climate of the classroom provide a safe environment for getting something wrong? Do students talk to each other as well as to you?</p> | |

| | |
|---|--|
| <p>Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?</p> | |
| <p>Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?</p> | |
| <p>Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)</p> | |

| | |
|---|--|
| <p>Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?</p> | |
| <p>Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?</p> | |
| <p>Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)</p> | |

Exercise 11–2: Video Interaction Analysis

| Minute | No Interaction | | Interaction | | Evidence Pertaining to Scoring Criteria |
|--------|-------------------|-------------------|--------------------|--------------------|---|
| | Teacher Monologue | Student Monologue | Teacher to Student | Student to Student | |
| 1:00 | | | | | |
| 2:00 | | | | | |
| 3:00 | | | | | |
| 4:00 | | | | | |
| 5:00 | | | | | |
| 6:00 | | | | | |
| 7:00 | | | | | |
| 8:00 | | | | | |
| 9:00 | | | | | |
| 10:00 | | | | | |
| 11:00 | | | | | |
| 12:00 | | | | | |
| 13:00 | | | | | |
| 14:00 | | | | | |
| 15:00 | | | | | |

Directions: View your videotape several times. First, record the type of interaction occurring during each minute of the tape. Next, watch and record evidence that can be discussed in your written commentary.

