

NATIONAL  
BOARD

for Professional  
Teaching Standards®



COMPONENT 2: DIFFERENTIATION IN  
INSTRUCTION  
COMPONENT AT-A-GLANCE



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## Overview

Component 2: Differentiation in Instruction requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement.

This component is based on the 2013-14 instructions for Portfolio Entry 1 for all certificate areas excepting Physical Education, which is based on Portfolio Entry 2. The final instructions and rubric will clarify what candidates need to do, what evidence to submit, and how the evidence will be evaluated.

## Highlights

The portfolio instructions will be updated to:

- more succinctly explain the evidence to develop and submit;
- provide links to downloadable templates such as the Contextual Information Sheet, which allow candidates to enter information electronically for evidence, as well as downloadable up-to-date legal release forms;
- include the scoring rubric, which will be revised as necessary to ensure that it describes aspects of performance that are directly observable and measurable through the submitted evidence and written commentary; and
- add or emphasize language that clearly calls attention to this entry's focus on using knowledge of individual students to differentiate instruction

Candidates will submit the same type and number of student work samples, instructional materials, and other evidence using the same criteria.

**Note:** This Component At-a-Glance provides an informational overview of the requirements for this entry while the instructions for the component are finalized. The final instructions will be posted online at [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org). Candidates will be notified via email when the instructions are posted in late fall 2014. *All information is subject to change.*

## Early and Middle Childhood/Art

This entry captures evidence of your ability to select and justify an overarching art education goal that is appropriate for your students, to plan and implement sequenced instruction, and to assess students' progress in order to help them understand the selected goal.

In this entry, you:

- demonstrate how the design and actual practice of your art teaching over time furthers student understanding and attainment of an overarching art education goal, and
- select an overarching art education goal to feature in this entry and explain how your instruction over time helps your students understand the selected goal.

The period of instruction must be no less than three weeks and no more than three months during the current school year and focus on what you do with one class during that time. Your submissions should represent your teaching of an instructional sequence that clearly links to an overarching art education goal.

For this entry, you must submit the following:

- **Photo storyboard (10 photographs)** that provides evidence of your teaching over time. It shows how you work with your students to help them understand the overarching art education goal that you have chosen to feature in this entry. The photo storyboard is a series of 10 photographs taken during the featured period of instruction. Six of these photographs should represent three works each from two students. The other four should capture the context in which the student work was created by documenting other aspects of the instruction. The 10 photographs should be presented in the order in which they occur in the instructional sequence.
- **Assessment materials (5 pages maximum)** that show student responses (from the two students featured in the photo storyboard) to a summative assessment strategy that you used at the conclusion of the instructional sequence.
- **Written Commentary (11 pages maximum)** that provides an instructional context and describes, analyzes, evaluates, and reflects on both the student work and on your teaching of the overarching art education goal selected for this period of instruction.

## Early Adolescence through Young Adulthood/Art

This entry captures evidence of your ability to select and justify an overarching art education goal that is appropriate for your students, to plan and implement sequenced instruction, and to assess students' progress in order to help them understand the selected goal.

In this entry, you:

- demonstrate how the design and actual practice of your art teaching over time furthers student understanding and attainment of an overarching art education goal, and
- select an overarching art education goal to feature in this entry and explain how your instruction over time helps your students understand the selected goal.

The period of instruction must be no less than three weeks and no more than three months during the current school year and focus on what you do with one class during that time. Your submissions should represent your teaching of an instructional sequence that clearly links to an overarching art education goal.

For this entry, you must submit the following:

- **Photo storyboard (10 photographs)** that provides evidence of your teaching over time. It shows how you work with your students to help them understand the overarching art education goal that you have chosen to feature in this entry. The photo storyboard is a series of 10 photographs taken during the featured period of instruction. Six of these photographs should represent three works each from two students. The other four should capture the context in which the student work was created by documenting other aspects of the instruction. The 10 photographs should be presented in the order in which they occur in the instructional sequence.
- **Assessment materials (5 pages maximum)** that show student responses (from the two students featured in the photo storyboard) to a summative assessment strategy that you used at the conclusion of the instructional sequence.
- **Written Commentary (11 pages maximum)** that provides an instructional context and describes, analyzes, evaluates, and reflects on both the student work and your teaching of the overarching art education goal selected for this period of instruction.

## Early and Middle Childhood/English as a New Language

This entry captures how you use assessment as a tool for unit planning.

In this entry, you:

- demonstrate your ability to plan and implement a unit of instruction for linguistically and culturally diverse learners;
- submit two assessments for each of two students and a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning;
- describe the implementation of the unit plan and any adjustments you made to your teaching during the implementation;
- discuss how the featured students' assessments, as well as the linguistic and cultural diversity of your class, informed your planning; and
- describe how your reflection on this unit might inform your future teaching.

For this entry, you must submit the following:

- **Assessments and student responses materials (two students, 8 pages maximum for each student).**
- **One assessment (for each of two students) taken prior to the implementation of the unit plan described in the Written Commentary.**
- **One assessment (for the same two students) taken during the implementation of the unit plan described in the Written Commentary.**
- **Written Commentary (14 pages maximum)** that provides a context for your unit plan, assignments, and assessments, and that describes, analyzes, and reflects on your teaching.

## Early Adolescence through Young Adulthood/English as a New Language

This entry captures how you use assessment as a tool for unit planning.

In this entry, you:

- demonstrate your ability to plan and implement a unit of instruction for linguistically and culturally diverse learners;
- submit two assessments for each of two students and a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning;
- describe the implementation of the unit plan and any adjustments you made to your teaching during the implementation;
- discuss how the featured students' assessments, as well as the linguistic and cultural diversity of your class, informed your planning; and
- describe how your reflection on this unit might inform your future teaching.

For this entry, you must submit the following:

- **Assessments and student responses materials (two students, 8 pages maximum for each student).**
- **One assessment (for each of two students)** taken **prior to** the implementation of the unit plan described in the Written Commentary.
- **One assessment (for the same two students)** taken **during** the implementation of the unit plan described in the Written Commentary.
- **Written Commentary (14 pages maximum)** that provides a context for your unit plan, assignments, and assessments, and that describes, analyzes, and reflects on your teaching.

## Early Adolescence/English Language Arts

Although accomplished English language arts teachers integrate reading and writing, this entry is divided in half (reading, then writing) for the purpose of discussion and analysis, to give assessors a clear picture of your approach to both reading and writing.

In this entry, you:

- demonstrate how you teach your students to read, to respond to various kinds of texts, and to write;
- describe the goals for your teaching, the teaching context or assignment (prompt) that led to your students' responses, and your analysis of your students' growth and development as individuals who can interact with texts and effectively communicate in writing; and
- explain how the entire entry, taken together, is indicative of your instruction of reading and writing.

For this entry, you must submit the following:

- **Student work samples (two packets—one for each of two students, each packet totaling no more than 20 pages).** Each packet contains one student's responses to four assignments/prompts—two reading assignments and two writing assignments (3 pages maximum each for a total of up to 12 pages maximum combined); four assignments/prompts (1 page maximum each for a total of up to 4 pages maximum combined); four rubrics or scoring criteria you used to score the student's responses (1 page maximum each for a total of up to 4 pages maximum combined).
- **Written Commentary (13 pages maximum)** that analyzes four responses from two students. These students might be members of the same class or might be drawn from two different classes that you teach.



## Adolescence through Young Adulthood/English Language Arts

Although accomplished English language arts teachers integrate reading and writing, this entry is divided in half (reading, then writing) for the purpose of discussion and analysis, to give assessors a clear picture of your approach to both reading and writing.

In this entry, you:

- demonstrate how you teach your students to read, to respond to various kinds of texts, and to write;
- describe the goals for your teaching, the teaching context or assignment (prompt) that led to your students' responses, and your analysis of your students' growth and development as individuals who can interact with texts and effectively communicate in writing; and
- explain how the entire entry, taken together, is indicative of your instruction of reading and writing.

For this entry, you must submit the following:

- **Student work samples (two packets—one for each of two students, each packet totaling no more than 20 pages).** Each packet contains one student's responses to four assignments/prompts—two reading assignments and two writing assignments (3 pages maximum each for a total of up to 12 pages maximum combined); four assignments/prompts (1 page maximum each for a total of up to 4 pages maximum combined); four rubrics or scoring criteria you used to score the student's responses (1 page maximum each for a total of up to 4 pages maximum combined).
- **Written Commentary (13 pages maximum)** that analyzes four responses from two students. These students might be members of the same class or might be drawn from two different classes that you teach.

## Early Childhood through Young Adulthood/Exceptional Needs

In this entry, you demonstrate your ability to:

- investigate a student's learning or behavior need;
- formulate a meaningful question directly related to that student's need;
- design and/or select and then use an assessment tool or tools;
- use the information gathered to implement new and/or modified goals; and
- instruct in order to foster the featured student's growth and development.

For this entry, you must submit the following:

- **Question and assessment tool(s) documents (6 pages maximum combined).**
- **A question document** that provides evidence of your efforts to formulate a meaningful question related to the featured student's need.
- **An assessment tool(s) document** that provides evidence of your efforts to design and/or select and also use this tool or tools with the featured student.
- **Written Commentary (13 pages maximum)** that describes and analyzes the instruction and assessment featured in this entry.

## Early Childhood/Generalist

This entry captures your ability to assess and support children's literacy development.

In this entry, you:

- demonstrate your skill in assessing and supporting children's literacy development;
- describe the ways in which you foster literacy in your classroom;
- analyze work samples from two children, discuss their development, and outline your approach to supporting their learning; and
- provide evidence of your ability to describe, analyze, and evaluate children's literacy development; help parents support their child's literacy development; and reflect on your practice.

For this entry, you must submit the following:

- **Student work samples (6, 9, or 12 pages maximum, depending on option selected, for both children combined)** to illustrate your analysis of the children's literacy development.
- **Written Commentary (13 pages maximum)** that provides a context for your instructional choices and analyzes and evaluates your support for these children's literacy development.

## Middle Childhood/Generalist

This entry captures your ability to assess and support children's literacy development.

In this entry, you:

- demonstrate your skill in assessing and supporting children's literacy development;
- describe the ways in which you foster literacy in your classroom;
- analyze work samples from two children, discuss their development, and outline your approach to supporting their learning;
- provide evidence of your ability to describe, analyze, and evaluate children's literacy development; help parents support their child's literacy development; and reflect on your practice.

For this entry, you must submit the following:

- **Student work samples (6, 9, or 12 pages maximum, depending on option selected, for both children combined)** to illustrate your analysis of the children's literacy development.
- **Written Commentary (13 pages maximum)** that provides a context for your instructional choices and analyzes and evaluates your support for these children's literacy development.

## Early Adolescence through Young Adulthood/Health

This entry captures evidence of how you integrate health-related skills as well as the use of technology into your instruction. These health-related skills link to an appropriate health curriculum and/or student standards and should be applicable to real-life situations.

In this entry, you demonstrate your ability to plan and implement lessons that integrate content knowledge and health-related skills.

For this entry, you must submit the following:

- **Activities materials.**
- **Activity Cover Sheet Responses (three cover sheets, 1 page maximum of responses per cover sheet). Three activities and related instructional materials (3 pages maximum for each; 9 pages maximum combined).** At least one of the activities must demonstrate connections to technology. Include any written feedback you provided to the student. (See “Analyzing Student Work” in “Phase 2: Develop” [in Part 1] for more details.)
- **Two student work samples for each activity (15 pages maximum combined).**
- **Written Commentary (12 pages maximum)** that contextualizes, analyzes, and evaluates your teaching throughout the lessons.

## Early Childhood through Young Adulthood/Library Media

This entry captures your ability to create an instructional unit of study, set learning goals, implement instruction, and assess students' learning through collaboration with others in the instructional program.

In this entry, you:

- demonstrate your ability to collaborate with teachers to plan, develop, and implement an instructional sequence that integrates digital content, research, or information literacy processes into classroom instruction;
- provide evidence of your knowledge of the curriculum and your knowledge of multiple student learning styles;
- demonstrate your ability to use various library media center resources in different formats to help students access appropriate information to enhance their learning; and
- reflect on your instructional collaboration, your teaching practice, and your ability to impact student learning.

For this entry, you must submit the following:

- **Documentation and samples.**
- **Documentation of collaboration (3 pages maximum)** to help assessors see evidence of partnering with a teacher or teachers to create, implement, and assess student learning experiences.
- **Four student work samples (4 pages maximum combined)**, two from each of two students or groups of students you have selected to feature in this entry.
- **Written Commentary (10 pages maximum)** that provides an instructional context, analyzes the collaboration plan, assesses the student work, and reflects on your teaching.

## Early and Middle Childhood/Literacy: Reading-Language Arts

This entry captures your ability to assess and support students' literacy through writing.

In this entry, you:

- describe the ways you promote literacy development through writing over an instructional period that ranges from three weeks to three months;
- use assessment(s) and analysis of a student's writing to design instruction that advances the student's growth as a writer and connects the reading and writing processes to help the student construct meaning through writing;
- analyze two work samples for the selected student, discuss his or her writing development and skill level in constructing meaning through writing, and outline your approach to supporting learning; and
- provide evidence of your ability to describe, analyze, and evaluate the student's writing development, to design and deliver instruction based on this analysis, to provide feedback to the student to help him or her grow as a writer, to reassess student work as a result of instruction, and to reflect on your practice.

For this entry, you must submit the following:

- **Student work samples (2, 3, or 4 pages maximum, depending on option selected)** from one student from two different writing activities based on identified student needs, over an instructional period of three weeks to three months. The two work samples selected for the student must come from an instructional period that ranges from three weeks to three months and show student growth in writing and in constructing meaning through writing.
- **Written Commentary (13 pages maximum)** that contextualizes, analyzes, and evaluates your teaching throughout the instructional sequence.

## Early Adolescence/Mathematics

This entry captures how you analyze each student's understanding of a mathematical idea and reflect on how your sequence of instructional strategies works to further each student's ability to think and reason mathematically.

In this entry, you:

- demonstrate how the design and implementation of an instructional sequence or unit of study works to inform you of students' knowledge and furthers student understanding of a substantive idea in mathematics;
- present evidence of your ability to plan and implement instruction to facilitate your students' understanding of an important idea in mathematics;
- present your analysis of and reflection on the connections among your instructional goals, the instructional activity, and the ways student responses shape your teaching; and
- demonstrate how the inferences and conclusions you draw from student performance affect your future instructional plans and goals.

For this entry, you must submit the following:

- **Instructional activities materials.**
- **Instructional Activity Cover Sheet responses (two cover sheets, 1 page maximum of responses per cover sheet).**
- **Two activities from the instructional sequence (6 pages maximum combined)** that support each other in developing student understanding of an important mathematical idea and give you information about each student's understanding. You make connections among the mathematical idea, each of the two activities, the student responses, and your subsequent instruction. You demonstrate how your instruction helps your students achieve conceptual understanding of the mathematical idea.
- **Student work samples from two students (12 pages maximum combined).** For each student, submit two responses, one for each of the two featured instructional activities.
- **Written Commentary (12 pages maximum)** that provides a context for your instructional choices and describes, analyzes, and reflects on your teaching.



## Adolescence through Young Adulthood/Mathematics

This entry captures how you analyze each student's understanding of the mathematical idea and reflect on how your sequence of instructional strategies works to further each student's ability to think and reason mathematically.

In this entry, you:

- demonstrate how the design and implementation of an instructional sequence or unit of study works to inform you of students' knowledge and furthers student understanding of a substantive idea in mathematics;
- present evidence of your ability to plan and implement instruction to facilitate your students' understanding of an important idea in mathematics;
- present your analysis and reflection on the connections among your instructional goals, the instructional activity, and the ways student responses shape your teaching; and
- demonstrate how the inferences and conclusions you draw from students' performance affect your future instructional plans and goals.

For this entry, you must submit the following:

- **Instructional activities materials.**
- **Instructional Activity Cover Sheet responses (two cover sheets, 1 page maximum of responses per cover sheet).**
- **Two activities from the instructional sequence (6 pages maximum combined)** that support each other in developing student understanding of an important mathematical idea and give you information about each student's understanding. You make connections among the mathematical idea, each of the two activities, the student responses, and your subsequent instruction. You demonstrate how your instruction helps your students achieve conceptual understanding of the mathematical idea.
- **Student work samples from two students (12 pages maximum combined).** For each student, submit two responses, one for each of the two featured instructional activities.
- **Written Commentary (12 pages maximum)** that provides a context for your instructional choices and describes, analyzes, and reflects on your teaching.

## Early and Middle Childhood/Music

In this entry, you:

- demonstrate your ability to implement a unit consisting of an interrelated sequence of lessons or rehearsals from your program of music instruction;
- identify and implement, within the context of this sequence, instructional strategies and activities designed to meet selected students' needs in performance, participation, or skills; and
- select students to be featured in two brief video segments that you submit with this entry.

For this entry, you must submit the following:

- **One video recording (two segments, 6 minutes maximum combined)** containing two segments taken from two different points during the same multilesson unit of instruction, each of which must be between 1 and 3 minutes in length. Each segment features the work of the same selected class or group of students and focuses on student performance, participation, or skills; you do not need to be seen in these segments.
- **Unit overview (1 page maximum)** of your interrelated sequence of lessons or rehearsals (unit). The overview represents the scope and sequence of your unit.
- **Written Commentary (12 pages maximum)** that describes, analyzes, and evaluates how you promote and nurture student achievement within the context of your multilesson unit of instruction. The commentary also provides a context for the student work seen on the video recording.

## Early Adolescence through Young Adulthood/Music

In this entry, you:

- demonstrate your ability to implement a unit consisting of an interrelated sequence of lessons or rehearsals from your program of music instruction;
- identify and implement, within the context of this sequence, instructional strategies and activities designed to meet selected students' needs in performance, participation, or skills; and
- select students to be featured in two brief video segments that you submit with this entry.

For this entry, you must submit the following:

- **One video recording (two segments, 6 minutes maximum combined)** containing two segments taken from two different points during the same multilesson unit of instruction, each of which must be between **1 and 3 minutes in length**. Each segment features the work of the same selected class or group of students and focuses on student performance, participation, or skills; you do not need to be seen in these segments.
- **Unit overview (1 page maximum)** of your interrelated sequence of lessons or rehearsals (unit). The overview represents the scope and sequence of your unit.
- **Written Commentary (12 pages maximum)** that describes, analyzes, and evaluates how you promote and nurture student achievement within the context of your multilesson unit of instruction. The commentary also provides a context for the student work seen on the video recording.

## Early and Middle Childhood/Physical Education

This entry captures your ability to describe, analyze, and assess students' understanding of a specific learning goal in physical education and to move your students to higher levels of proficiency and a deeper understanding of the learning goal.

In this entry, you:

- demonstrate your ability to integrate assessment into your instruction to promote learning by all students, and
- show how you use the results of the assessment to inform your instructional decisions and improve your teaching.

For this entry, you must submit the following:

- **Assessment materials.**
- **Assessment Cover Sheet responses (two cover sheets, 1 page maximum of responses per cover sheet).**
- **Two assessments with instructional materials (6 pages maximum combined).**
- **Two student responses for each assessment (10 pages maximum combined).**
- **Written Commentary (12 pages maximum)** that contextualizes, analyzes, and evaluates your teaching throughout the process of assessing to inform instruction. Select an instructional sequence in which you are teaching an important and specific physical education learning goal. You then choose two distinct assessments from the instructional sequence that are significant in assessing, deepening, and developing students' understanding of the goal. You must show how you use the assessment results to inform instruction. The two assessments that you select to feature within the instructional sequence can be consecutive or separated by a span of time.

## Early Adolescence through Young Adulthood/Physical Education

This entry captures your ability to describe, analyze, and assess students' understanding of a specific learning goal in physical education and to move your students to higher levels of proficiency and a deeper understanding of the learning goal.

In this entry, you:

- demonstrate your ability to integrate assessment into your instruction to promote learning by all students, and
- show how you use the results of the assessment to inform your instructional decisions and improve your teaching.

For this entry, you must submit the following:

- **Assessment materials.**
- **Assessment Cover Sheet responses (two cover sheets, 1 page maximum of responses per cover sheet).**
- **Two assessments with instructional materials (6 pages maximum combined).**
- **Two student responses for each assessment (10 pages maximum combined).**
- **Written Commentary (12 pages maximum)** that contextualizes, analyzes, and evaluates your teaching throughout the process of assessing to inform instruction. Select an instructional sequence in which you are teaching an important and specific physical education learning goal. You then choose two distinct assessments from the instructional sequence that are significant in assessing, deepening, and developing students' understanding of the goal. You must show how you use the assessment results to inform instruction. The two assessments that you select to feature within the instructional sequence can be consecutive or separated by a span of time.

## Early Childhood through Young Adulthood/School Counseling

This entry captures evidence of your ability to facilitate the establishment of a school climate that contributes to educational achievement for every student.

In this entry, you:

- identify a critical student need common to your school within the personal/social domain;
- collect and analyze data related to that need;
- use that analysis to design and implement a structured activity within a small-group session that provides responsive services related directly to that need; and
- provide evidence that you involve significant others on behalf of the students, while considering the ethical codes of the profession at all times.

For this entry, you must submit the following:

- **Assignment description/set of directions and student work samples.**
- **Description/set of directions for student work samples (1 page maximum).**
- **Student work samples (three samples of 2 pages each for a total of 6 pages maximum combined)** from three students in your small group.
- **Written Commentary (12 pages maximum)** that includes a context for your identification of a critical student need common to your school, data collection and analysis, a description of a structured activity within a small-group session, an analysis of student work, and reflection.

## Early Adolescence/Science

In this entry, you:

- demonstrate how you analyze students' progress toward attaining an understanding of an important scientific concept over time;
- explain how your analysis of student progress provides insight into your own instruction and how to improve it; and
- reflect on how your sequence of instructional strategies works to further student learning about science over time.

For this entry, you must submit the following:

- **Instructional activities materials.**
- **Instructional Activity Cover Sheet responses (three cover sheets, 1 page maximum of responses per cover sheet).**
- **Three instructional activities and related instructional materials (9 pages maximum combined).** At least one of the activities must show connections to technology. Include any written feedback you provided to the student.
- **Two student work samples for each instructional activity (15 pages maximum combined).** These are student responses to each activity.
- **Written Commentary (13 pages maximum)** that provides a context for your instructional choices and describes, analyzes, and reflects on the student work and your teaching.

The instructional period must range from a minimum of two weeks to a maximum of ten weeks.

## Adolescence and Young Adulthood/Science

In this entry, you:

- demonstrate how the design and actual practice of your teaching over time works to further students' understanding of a major idea in science;
- provide evidence of your ability to select and justify the appropriateness of a major idea in science (described below) for your students, and to plan and implement sequenced instruction to facilitate your students' understanding of that idea; and
- analyze and assess student progress toward understanding the major idea, and reflect on how your sequence of instructional strategies works to further students' science learning over time.

For this entry, you must submit the following:

- **Instructional activities materials.**
- **Instructional Activity Cover Sheet responses (three cover sheets, 1 page maximum of responses per cover sheet).**
- **Three instructional activities and related instructional materials (9 pages maximum combined).** At least one of the activities must show connections to technology. Include any written feedback you provided to the student.
- **Two student work samples for each instructional activity (18 pages maximum combined).** These are student responses to each of the activities.
- **Culminating assessment (2 pages maximum):** instrument or a description of any alternative means of assessment.
- **Written Commentary (13 pages maximum)** that provides a context for your instructional choices and describes, analyzes, and reflects on the student work and your teaching.

The instructional period must range from a minimum of three weeks to a maximum of twelve weeks. In your response, you analyze student progress toward understanding the major idea and reflect on how your sequence of instructional strategies works to further students' science learning over time.



## Early Adolescence/Social Studies-History

This entry captures your ability to promote students' ability to reason about important social studies–history topics and to express their reasoning in their writing.

In this entry, you:

- demonstrate how you use writing assignments to teach reasoning skills to students;
- provide evidence of your ability to establish challenging learning goals and to elicit from students pieces of interpretive, persuasive, or analytical writing in which they use a variety of evidence to advance and document their reasoning; and
- show how you support intradisciplinary and/or interdisciplinary learning through writing.

For this entry, you must submit the following:

- **Assignments/prompts and student responses.**
- **Three writing assignments/prompts (15 pages maximum combined)** with related instructional materials.
- **Student work samples (12 pages maximum combined).** Submit two student responses for each assignment/prompt. Include all drafts and any written feedback you provided to the student.
- **Written Commentary (13 pages maximum)** that provides a context for your writing assignments and describes, analyzes, and reflects on the student work and your teaching.

## Adolescence through Young Adulthood/Social Studies-History

This entry captures your ability to promote students' ability to reason about important social studies–history topics and to express their reasoning in their writing.

In this entry, you:

- demonstrate how you use writing assignments to teach reasoning skills to students;
- provide evidence of your ability to establish challenging learning goals and to elicit from students pieces of interpretive, persuasive, or analytical writing in which they use a variety of evidence to advance and document their reasoning;
- show how you support intradisciplinary and/or interdisciplinary learning through writing.

For this entry, you must submit the following:

- **Assignments/prompts and student responses.**
- **Three writing assignments/prompts (15 pages maximum combined)** with related instructional materials.
- **Student work samples (12 pages maximum combined).** Submit two student responses for each assignment/prompt. Include all drafts and any written feedback you provided to the student.
- **Written Commentary (13 pages maximum)** that provides a context for your writing assignments and describes, analyzes, and reflects on the student work and your teaching.

## Early Adolescence through Young Adulthood/World Languages

This entry captures evidence of your ability to select instructional goals, adapt or create materials, and apply methodologies appropriate for your students.

In this entry, you:

- provide evidence of your ability to plan, implement, and assess sequenced instruction by providing examples of responses to assessments from two of your students,
- and of your ability to reflect on your teaching practice.

For this entry, you must submit the following:

- **Assessment materials (for two assessments, 7 pages maximum combined)** are samples from or descriptions of the two assessments that were administered during the featured instructional sequence and samples from or descriptions of two students' responses to these assessments. The two students you choose to feature in this entry must be students from the same class.
- **Written Commentary (15 pages maximum)** that provides an analysis of and reflection on an instructional sequence. The Written Commentary should address your selection of the goals for the instructional sequence, your planning and implementation of the instruction, and your assessment of two students selected from your class.