

NATIONAL BOARD

*for Professional
Teaching Standards®*



COMPONENT 3: TEACHING PRACTICE AND LEARNING ENVIRONMENT COMPONENT AT-A-GLANCE



Contents

Overview.....	2
Early and Middle Childhood/Art.....	3
Early Adolescence through Young Adulthood/Art.....	4
Early and Middle Childhood/English as a New Language.....	5
Early Adolescence through Young Adulthood/English as a New Language.....	6
Early Adolescence/English Language Arts.....	7
Adolescence through Young Adulthood/English Language Arts.....	8
Early Childhood through Young Adulthood/Exceptional Needs.....	9
Early Childhood/Generalist.....	10
Middle Childhood/Generalist.....	11
Early Adolescence through Young Adulthood/Health.....	12
Early Childhood through Young Adulthood/Library Media.....	13
Early and Middle Childhood/Literacy: Reading-Language Arts.....	14
Early Adolescence/Mathematics.....	15
Adolescence through Young Adulthood/Mathematics.....	16
Early and Middle Childhood/Music.....	17
Early Adolescence through Young Adulthood/Music.....	18
Early and Middle Childhood/Physical Education.....	19
Early Adolescence through Young Adulthood/Physical Education.....	20
Early Childhood through Young Adulthood/School Counseling.....	21
Early Adolescence/Science.....	22
Adolescence and Young Adulthood/Science.....	23
Early Adolescence/Social Studies-History.....	24
Adolescence through Young Adulthood/Social Studies-History.....	25
Early Adolescence through Young Adulthood/World Languages.....	26

Overview

This Component At-a-Glance provides a brief summary of the requirements for Component 3: Teaching Practice and Learning Environment. The General Portfolio Instructions, complete certificate-specific instructions and scoring rubrics are posted online at www.nbpts.org.

Component 3: Teaching Practice and Learning Environment captures details about your instructional planning, direct evidence of your practice from two video recordings and instructional materials, and your analysis of and reflection on your teaching as displayed in two 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. This portfolio entry and the rubric used to assess your submission are aligned with the Five Core Propositions and the certificate area Standards.

Early and Middle Childhood/Art

This entry captures your ability to teach students the skills and understandings needed for the creation of works of art and to develop students' abilities to study, interpret, and evaluate works of art.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in art and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, skill, or activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can communicate ideas and feeling through the creation of works of art and respond to, interpret, and evaluate the complex characteristics of works of art;
- explain how the entire entry, taken together, is indicative of your instruction of EMC/Art.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence through Young Adulthood/Art

This entry captures your ability to teach students the skills and understandings needed for the creation of works of art and to develop students' abilities to study, interpret, and evaluate works of art.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in art and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, skill, or activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can communicate ideas and feeling through the creation of works of art and interpret, evaluate, and respond to complex characteristics of works of art, design, and visual culture;
- explain how the entire entry, taken together, is indicative of your instruction of EAYA/Art.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early and Middle Childhood/English as a New Language

This entry captures your ability to employ instructional strategies for helping English language learners develop sufficient English proficiency to understand instructional lessons and texts, interact meaningfully with others, develop ideas, and think critically.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in developing students' proficiency with the English language and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can effectively communicate, verbally and in writing, when using the English language;
- explain how the entire entry, taken together, is indicative of your instruction of English language learners.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence through Young Adulthood/English as a New Language

This entry captures your ability to employ instructional strategies for helping English language learners develop sufficient English proficiency to understand instructional lessons and texts, interact meaningfully with others, develop ideas, and think critically.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in developing students' proficiency with the English language and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can effectively communicate, verbally and in writing, when using the English language;
- explain how the entire entry, taken together, is indicative of your instruction of English language learners.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence/English Language Arts

This entry captures your ability to integrate the domains of English language arts and your development of students' abilities to engage with you and with each other in meaningful English language arts discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in English language arts and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

In this entry, you

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can interact with texts and/or media, effectively communicate through writing or other modes of production, and apply speaking and listening skills to engage in meaningful conversations;
- explain how the entire entry, taken together, is indicative of your instruction of English language arts.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Adolescence through Young Adulthood/English Language Arts

This entry captures your ability to integrate the domains of English language arts and your development of students' abilities to engage with you and with each other in meaningful English language arts discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in English language arts and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

In this entry, you

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can interact with texts and/or media, effectively communicate through writing or other modes of production, and apply speaking and listening skills to engage in meaningful conversations;
- explain how the entire entry, taken together, is indicative of your instruction of English language arts.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Childhood through Young Adulthood/Exceptional Needs

This entry captures your ability to implement research- and evidence-based strategies and practices to meet the academic and/or social-emotional needs of your students.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of knowledge in content-specific pedagogy and research- and evidence-based strategies and practices to design instruction that supports student learning. Additionally, each lesson (and related video submission) must provide specific evidence of established practices that create a caring, stimulating, and safe environment where students assume responsibility for learning, work collaboratively, show willingness to take risks, and develop self-confidence. Students featured in Component 3 must be students with exceptional needs who have an IEP and/or have been identified as gifted. Each of the two videos you submit should show you and your students engaged in a topic, skill, concept, or text that is directly related to your students' learning or social-emotional goal(s).

In this entry, you

- describe the learning goals identified for your students and demonstrate instructional planning appropriate to the students' needs, content, and context for two lessons from different instructional units;
- demonstrate the research- and evidence-based strategies and practices that you use to effectively teach the learning goals;
- provide your analysis of your students' growth and development as evidenced by the video entries and your reflection on the questions related to the lesson;
- explain how the entire entry, taken together, is indicative of your instruction of students with exceptional needs.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class or group featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Childhood/Generalist

This entry captures your ability to promote skills, knowledge, and inquiry approaches that expand young children’s capacity for learning.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content by addressing two of the three areas of mathematics, science, and social studies, and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in learning activities that are directly related to your instructional goals.

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students’ growth and development as individuals who can investigate, create, communicate, and demonstrate their learning;
- explain how the entire entry, taken together, is indicative of your instruction of curriculum content in mathematics, science, and/or social studies that is relevant to early childhood education.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings should cover content in two of the three areas of mathematics, science, and social studies. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Middle Childhood/Generalist

This entry captures your ability to employ instructional strategies that actively engage middle childhood students, promote collaboration, provide for levels of concrete and abstract thinking, and foster student inquiry.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content by addressing two of the three areas of mathematics, science, and social studies and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in learning activities that are directly related to your instructional goals.

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can engage in constructing meaning, build an understanding of subject matter, and realize that what they learn in one context may transfer to other contexts;
- explain how the entire entry, taken together, is indicative of your instruction of curriculum content in mathematics, science, and/or social studies that is relevant to middle childhood education.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings should cover content in two of the three areas of mathematics, science, and social studies. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence through Young Adulthood/Health

This entry captures your ability to implement skills-based instruction that fosters student learning and engagement in meaningful health education activities. You engage students in appropriate and varied instructional activities that communicate high expectations for all students and develop students' functional health knowledge and health literacy skills.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in health education and different instructional formats (i.e., whole class, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a skills-based activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- demonstrate how you establish a productive and enriching learning environment and maintain it through a well-developed repertoire of strategies, skills, and procedures that empowers students to engage in health-promoting behaviors;
- provide your analysis of your students' growth and development as individuals who can model, rehearse, and discuss essential health-enhancing skills and apply those skills in real-life situations.
- explain how the entire entry, taken together, is indicative of your health education instruction.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Childhood through Young Adulthood/Library Media

This entry captures your ability to design and develop effective instruction; create active and positive learning environments; develop effective learning strategies; and guide students toward becoming competent users of information and ideas, informed decision makers, and lifelong learners.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in library media and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can interact with texts and/or media, using higher-level thinking skills, deeper subject matter knowledge, and enhanced ability to access and understand information.
- explain how the entire entry, taken together, is indicative of your instruction of library media and information skills.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule, subject matter teacher with whom you are collaborating) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your collaboration with the subject matter teacher, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early and Middle Childhood/Literacy: Reading-Language Arts

This entry captures your ability to implement reading instruction and to integrate language arts processes (reading, writing, listening, speaking, viewing, visual literacy), and your development of students' abilities to engage with you and with each other in meaningful discussion, using language as a tool for constructing meaning. One of the two videos you submit should have reading instruction as its primary focus, while the other shows you and your students engaged in a lesson that integrates language arts processes.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in literacy: reading–language arts and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in reading and other language arts processes that are directly related to your instructional goals.

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as strategic, independent thinkers who can make meaning from print or nonprint texts, effectively convey meaning through various modes of production, and apply speaking and listening skills to engage in meaningful conversations;
- explain how the entire entry, taken together, is indicative of your instruction of literacy: reading–language arts.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence/Mathematics

This entry captures your ability to integrate the domains of mathematics and your development of students' abilities to engage with you and with each other in meaningful mathematics discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in mathematics and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic or concept, or addressing a problem that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can reason and think mathematically, formulate and solve problems, justify and communicate conclusions, and question and extend those conclusions.
- explain how the entire entry, taken together, is indicative of your instruction of mathematics.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Adolescence through Young Adulthood/Mathematics

This entry captures your ability to integrate the domains of mathematics and your development of students' abilities to engage with you and with each other in meaningful mathematics discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in mathematics and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic or concept, or addressing a problem that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can reason and think mathematically, formulate and solve problems, justify and communicate conclusions, and question and extend those conclusions.
- explain how the entire entry, taken together, is indicative of your instruction of mathematics.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early and Middle Childhood/Music

This entry captures your use of musicianship in the learning environment while developing your students' musicianship and your ability to sequence and deliver high-quality music instruction that meets the needs of all students.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in music and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a concept, skill, or activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can create and perform music and engage in thoughtful listening, analysis, and critique of music.
- explain how the entire entry, taken together, is indicative of your instruction of music.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence through Young Adulthood/Music

This entry captures your use of musicianship in the learning environment while developing your students' musicianship and your ability to sequence and deliver high-quality music instruction that meets the needs of all students.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in music and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a concept, skill, or activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can create and perform music and engage in thoughtful listening, analysis, and critique of music.
- explain how the entire entry, taken together, is indicative of your instruction of music.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early and Middle Childhood/Physical Education

This entry captures your ability to implement purposeful, skills-based instruction that fosters student development of motor skills; understanding of significant movement concepts, principles, and forms; and appreciation of the role of physical activity in enhancing personal well-being. You engage students in developmentally appropriate, fair, equitable, and varied activities that promote skillful movement; effectively address the psychomotor, cognitive, and affective domains of learning; and communicate high expectations for all students.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in physical education and different instructional formats (i.e., whole class, small-sided games, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a physical education activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as physically educated individuals who demonstrate skillful movement, participate safely and cooperatively with others in dynamic physical activities, and recognize the importance and value of lifelong physical activity to personal well-being and health;
- explain how the entire entry, taken together, is indicative of your physical education instruction.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence through Young Adulthood/Physical Education

This entry captures your ability to implement purposeful, skills-based instruction that fosters student development of motor skills; understanding of significant movement concepts, principles, and forms; and appreciation of the role of physical activity in enhancing personal well-being. You engage students in developmentally appropriate, fair, equitable, and varied activities that promote skillful movement; effectively address the psychomotor, cognitive, and affective domains of learning; and communicate high expectations for all students.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in physical education and different instructional formats (i.e., whole class, small-sided games, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a physical education activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as physically educated individuals who demonstrate skillful movement, participate safely and cooperatively with others in dynamic physical activities, and recognize the importance and value of lifelong physical activity to personal well-being and health;
- explain how the entire entry, taken together, is indicative of your physical education instruction.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Childhood through Young Adulthood/School Counseling

This entry captures your ability to address student competencies in academic, career, and/or social/emotional domains and your development of students' abilities to engage with you and with each other in meaningful learning in these domains.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your school counseling practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in school counseling and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic or concept that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the school counseling strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can interact effectively with you and with each other in varied contexts to engage in meaningful academic, career, and/or social/emotional learning;
- explain how the entire entry, taken together, is indicative of your delivery of school counseling content.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your school counseling context (e.g., school, program, schedule) and the students featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence/Science

This entry captures your ability to promote students' understanding of important scientific concepts and scientific inquiry and your development of students' abilities to engage with you and with each other in meaningful scientific discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in science and different instructional formats (i.e., large group, small group, classroom, laboratory, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can understand and apply scientific concepts and engage in scientific inquiry;
- explain how the entire entry, taken together, is indicative of your instruction of science.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Adolescence and Young Adulthood/Science

This entry captures your ability to promote students' understanding of important scientific concepts and scientific inquiry and your development of students' abilities to engage with you and with each other in meaningful scientific discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in science and different instructional formats (i.e., large group, small group, classroom, laboratory, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or activity that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can understand and apply scientific concepts and engage in scientific inquiry;
- explain how the entire entry, taken together, is indicative of your instruction of science.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence/Social Studies-History

This entry captures your ability to integrate the content areas of social studies–history and your development of students’ abilities to engage with you and with each other in meaningful social studies–history discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in social studies–history and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic or concept that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students’ growth and development as individuals with the knowledge, skills, and attitudes necessary for social understanding and civic engagement;
- explain how the entire entry, taken together, is indicative of your instruction of social studies–history.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Adolescence through Young Adulthood/Social Studies-History

This entry captures your ability to integrate the content areas of social studies–history and your development of students’ abilities to engage with you and with each other in meaningful social studies–history discourse.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in social studies–history and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic or concept that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students’ growth and development as individuals with the knowledge, skills, and attitudes necessary for social understanding and civic engagement;
- explain how the entire entry, taken together, is indicative of your instruction of social studies–history.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Early Adolescence through Young Adulthood/World Languages

This entry captures your ability to integrate the domains of world languages and your development of students' abilities to engage with you and with each other in meaningful discourse in the target language.

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in world languages and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

In this entry, you:

- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- demonstrate the teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can apply culturally appropriate target-language communication skills to engage in meaningful conversations, interact with texts and/or media, and effectively communicate through writing or other modes of production;
- explain how the entire entry, taken together, is indicative of your instruction of world languages.

For this entry you must submit the following:

- **Introduction to the Entry.** Submit an Introduction to Entry Form in which you provide an overview of your entry, and describe the focus of each video and your rationale for including this pair of videos in your portfolio submission (no more than 1 page).
- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (no more than 1 page for each video—2 pages total) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video.
- **Videos.** Create two video recordings (10–15 minutes each) from two different instructional units. The two video recordings submitted for Component 3 and the student work samples submitted for Component 2 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit one or more instructional materials (no more than 3 pages total) and a completed Instructional Planning Form (no more than 1 page).
- **Written Commentary.** For each video, write a commentary (no more than 4 pages each) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.