



# ARKANSAS DEPARTMENT OF EDUCATION

## DISCIPLINARY LITERACY IN VISUAL ARTS

Presentation by Terri Taylor

Visual Arts Instructor at Hazen High School

### MORNING HIGHLIGHTS

- Visual Literacy
- Disciplinary Literacy: Art and Application-content Connections through small project with group share
- Teacher Excellence and Support System (TESS): Art and Artifacts

### LUNCH

### AFTERNOON HIGHLIGHTS

- Disciplinary Literacy: Common Core Overview
- Comics-Topic Diving: explore the graphic options, illustration, sequence art, and historical and writing connections and create our own individual base storyline with share and discussion
- Comic Zine Unit: As a Group we will work together to write a C.C. Comic Unit
- Evidence, Assessment and Data Review (with various methods of documentation)
- Bringing it ALL together

Question and Answers/Fears and Successes

\*We will break as needed for maximum mental capacity and to avoid physical fatigue

**Common Core State Standards for Technical Subjects Literacy: K-12 Close Reading Task**

<b>Text grade band placement:</b>	
<b>Text</b>	<b>Text Complexity Analysis</b>
<b>Title:</b>  <b>Author:</b>  <b>Citation/Publication info:</b>  <b>Link:</b>	<b>Quantitative:</b>
	<b>Qualitative:</b>
	<b>Reader and Task:</b>
<b>ELA/Literacy Common Core Standards addressed by task</b>	

<b>What key insights should students take from this text?</b>	
After completing this activity students should understand:	
<b>Text-Dependent Questions</b>	
<b>Writing Mode</b>	<b>Writing Prompt</b>

**Scaffolding and support for special education students, English language learners, and struggling readers:**

**How this task supports the content standards for relevant subject area courses in this grade band:**

# Guiding Principles for the Arts Grades K–12

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*David Coleman*

## INTRODUCTION

Developed by one of the authors of the Common Core State Standards, the seven Guiding Principles for the Arts outlined in this document should guide development of curriculum modules and accompanying materials. Please note the connections drawn in these principles to literacy and other areas of study.

### **1. *Studying works of arts as training in close observation across the arts disciplines and preparing students to create and perform in the arts***

Meaningful appreciation and study of works of art begins with close observation. The Core Standards in Literacy similarly describe reading as the product of sustained observation and attention to detail. Particularly when encountering complex art, or reading the level of complex text students will need to be ready for college and careers, students will need to learn to re-examine and observe closely.

The arts reward sustained inquiry and provide a perfect opportunity for students to practice the discipline of close observation whether looking at a painting or lithograph, watching a drama or a dance, or attending to a piece of music. New York State is therefore requesting a sequence of materials that cultivates students' observation abilities in the context of the sustained examination of magnificent works of art that are worthy of prolonged focus. Classroom work would be spent on in depth study; several days or longer might be spent on a specific work. What is requested are a set of arts modules that bring to bear observing, listening to and appreciating expansive works of art across disciplines and grades.

In both the arts and reading, such attention to the specifics can be hard, particularly when the work is complex. Often, when one first looks at a painting, hears a piece of music, or watches a dance, one does not know “what to say” or “where to begin.” The process of analyzing the work is a slow, gradual one that requires practice. Appreciation requires tolerating any initial confusion or uncertainty and staying with it until more is seen. Proposals should offer thoughtful, specific, and imaginative guidance to the student who stands before the painting and asks, what do I do now?

Of course, the judgment of what are magnificent works of art worthy of close study is not a simple one. Publisher's Criteria for the Common Core State Standards in Literacy offer the following guidance for selecting texts that may prove useful in this context:

“Given the emphasis of the Common Core Standards on close reading, the texts selected should be worthy of close attention and careful re-reading. To become career and college ready, students must grapple with a range of works that span many genres, cultures, and eras and model the kinds of thinking and writing students should aspire to in their own work.”

The developers of instructional materials should show through their materials and assignments that the art selected for particular focus can sustain high quality conversation and engagement.

This in-depth study of works of art across the Arts disciplines will enable students to actively participate in the creation and performance of the Arts (dance, music, theatre, and visual arts). Each work of art studied closely becomes a potential model for students' own work.

## **2. Engaging in a deep study of works of art across arts disciplines and preparing students to develop arts literacy and develop their own art.**

One way to deeply study works of art in different disciplines is to examine multiple renditions of the same work. Perhaps the most obvious example is drama. Students can study closely a specific act or scene, and then observe how it has been played by different directors and actors. Proposed arts materials should pay special, in depth attention to these closely related concepts of examining the source and its various interpretations. The Core Standards in Literacy require that students can compare the evidence they see in the script, and observe how different productions draw and interpret the script.

Of course, a score in music offers similar opportunities for students who can read and follow the music. Different renditions of a score provide a window into how different performing artists interpret the content and in doing so transform it. New York State is therefore interested in materials that cultivate students' capacities to study the source image, script, or score, and compare more than one rendition.

When there is an explicit source for several pieces of art, such as a passage in the Bible, students can explore what different artists chose to include and emphasize. One of the most significant choices can be where to focus. Once again, it is powerful to trace an artist's interpretation to evidence from the source.

Shared topics and themes in the arts also offer opportunities to make comparisons across different mediums. For example, the 9-10<sup>th</sup> grade Standards in Literacy require students to: "analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)."

In depth study of the arts should also strengthen students' abilities to make their own art, beginning by studying arts as rigorously as artists do. A good reader reads as a writer. A core component of reading well is analyzing the choices authors make, and drawing on evidence within the text to explore the impact of those choices. Likewise, a good writer is alert to the impact of his or her own choices. Materials for student work in the arts should therefore help the student look and listen as a maker, and make as a thoughtful looker and listener.

**3. Studying the social, political, cultural and economic contexts of works of arts while maintaining an in depth focus on each work, allowing students deeper understanding of the works of art that includes their connections with other areas of knowledge and in the evolution of the art disciplines.**

Students will gain a deeper understanding of the works of art by studying the social, political, cultural, and economic contexts in which these were developed. This is critical in helping students make connections of the arts disciplines with other areas of knowledge. However, making connections to other works of art, or historical or political forces should not replace an in depth examination of the each work of art.

Sometimes, the generalizations of traditional criticism of the arts cause us to avoid looking at the specifics. It is not enough to say, for instance, that Rembrandt works with dark, shadow, and light, perhaps using a term like chiaroscuro to describe his technique. Students must learn to see how Rembrandt *uses* that technique, and what he makes it mean in a specific painting like *The Night Watchmen*. Likewise, the political and social context of Rembrandt's painting is important, but not sufficient to account for the unique power of this masterpiece.

The successful proposal will avoid sole reliance on stock art appreciation and will cultivate a fresh approach to the work itself with the goal of developing an appreciation of its specific qualities. Students should accumulate a body of knowledge about technique and style, but each work must be studied anew. The same is true of good reading: it requires being open to what is in the text. As CS Lewis says, when comparing viewing a painting to reading: "The first demand any work of art makes upon us is surrender. Look. Listen. Receive."

The questions and tasks designed for students should therefore encourage require careful observation of the work itself and then forge further connections. Aligned materials should require students to demonstrate that they have followed the details and artist's specific work as a prelude to making connections to political or social forces or comparisons to other works of art. When discussing influences on a work of art, materials should require students to return to evidence in the specific work to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between works of art, but this activity must not supersede the close examination of each specific work.

**4. Integrating the appropriate USNY cultural institutions to promote a rich study of the arts**

New York State is remarkably fortunate in the quality, range, and depth of its cultural institutions. The curriculum modules developed should bring to bear the appropriate USNY cultural institutions pertaining to the arts disciplines. The arts modules should encourage teachers and students to go beyond the classroom walls to explore the richness of the arts disciplines and to take full advantage of the rich resources available in museums, concert venues, galleries, performance spaces, theaters, etc.

Increasingly, much of the excellent work of NYS cultural institutions, including performances, is available online. A successful bid should provide an approach to integrating such resources into the study of art within and outside of school. It is particularly important that students gain a sense of the liveliness of the arts as work that is performed, or exhibited in specific ways, at the moment students are studying art.

**5. *Providing an explicit learning progression in the arts disciplines along the pre-k – grade 12 continuum that is developmentally appropriate***

Student interaction with the arts requires that learning experiences be developed with students' developmental stages in mind. Too much of pre K-12 arts curriculum has been disconnected; the proposed materials should cultivate a core set of skills and capacities that build over time. Materials should at once be developmentally appropriate and increasingly demanding, both within years and across years.

In analyzing art, a critical capacity that grows over time is the capacity to draw evidence from a work of art to support understanding of the work. As students advance, they should cultivate the ability to cite evidence from specific works of art, such as specific features in a painting, the details of a score or a script. As students develop, they should be able to gather and share more evidence to support their understanding; they should notice more in each work, and be able to draw on it.

Likewise the Common Core Standards in students require students to become more adept at drawing evidence from a text and explaining that evidence orally and in writing. Aligned arts curriculum materials should include explicit models of high quality evidence-based answers to questions about—samples of proficient student responses—about specific works of art from each grade. Questions should require students to demonstrate that they follow the details of what they have seen but also are able to make non-trivial inferences based on their observations.

Another way students can gradually build their mastery of the arts is through the practice of imitation and applying what they have learned in their own work: taking a great work of art as a model, and trying to make something that looks or sounds like it. Imitation is an ancient technique. Students have always learned about painting, for example, by drawing or painting the paintings they study. They may not make new masterpieces, but with guidance they can reckon with the same challenges and choices that the artist faced.

Materials over time should be increasingly demanding regarding the care and quality of student imitations, including the extent to which those imitations notice and incorporate key details of the original. Over time, a student of the arts should become a more accomplished imitator. At the same time, students should grow in their capacity to not just imitate but to apply principles they have gained through the study of an artist. Students should demonstrate their ability to apply an artist's style, technique, or ideas to novel situations and topics.

**6. *Studying the arts associated careers, including the choices artists make as they design solutions and how aesthetics influence choices consumers make***

The choices artists make shape their specific works as well as their careers. As students practice making their own art, high quality instructional tools should encourage them to explore alternatives and examine the impact of their choices. The arts almost always offer multiple solutions to a given problem or challenge. Student training in the arts should make students alert to different possibilities and strengthen their ability to produce and compare alternatives.

Studying the artist's sketches or drafts of a great work of art can also provide a very concrete way to examine artistic choice. Often artists will provide several sketches or fuller works in preparation for a painting or piece of music. Similarly the choices of a dramatist or poet can be studied by examining their progressive drafts. This activity of revision offers great insight into the working life of the artist.

Just as powerful is to see how some of the most fertile artists transform over time, and find new approaches. Sometimes artists, over the course of their career, will develop new techniques and approaches that transform their earlier treatment of similar material. Artistic choice and artistic careers should be studied over time.

The curriculum modules must ensure that the study of the arts includes the study of associated arts careers and an understanding of how aesthetics influence choices consumers make. For example, Daniel Pink in his book "A Whole New Mind" suggests that design principles and aesthetics influence choices consumers make. This is a critical element in the study of arts associated careers as well as how aesthetics influence choices consumers make in a global economy. Future careers in the arts require that students be prepared to participate in a global work place and understand the intricacies of the global market place. This requires that students develop a new set of skills including the ability to work with diverse teams that can be international in nature to address creative solutions that can be facilitated by the deep study of the arts.

**7. *Developing a lifelong curiosity about the arts, and understanding that art transcends time***

Pursuing the study of art in ways that respects the intricacy and power of individual works of art will contribute not only to students' lifelong engagement with the arts but also to the development of deeper skills demanded by a standards-based education. The curriculum modules should promote lifelong curiosity about the arts by making the study of the arts disciplines engaging over time and ensuring that the notion of the arts transcending time is internalized by students as they engage in the study of the arts over the course of the pre-k through grade 12 continuum.

Successful materials will cultivate students' ability to discuss what is distinctive, beautiful, and valuable in the works they study. Student discussion of art should include attention to what is memorable, what is remarkable, what is at stake. Students should cite specific examples within a work to support their account of the impact of the art. The Core Standards in Literacy likewise require students to analyze "language that is particularly fresh, engaging, or beautiful."

20 Comics Vocabulary Words  
sampled from "The Power of Comics" by Randy Duncan and Matt J. Smith

**Sequential Art**- Any artwork with elements arranged in a sequence to tell a story.

**Encapsulation**- Selecting images that capture the flow of experience and putting them in a panel.

**Diegetic Images**- Pictures and words that depict characters, objects, and sensory environment of the world of the story.

**Golden Age**- The comic book era of earliest mass popularity, roughly dates 1938-1945.

**Silver Age**- The comic book era coinciding with the second surge in popularity in superhero comics, roughly dated 1956-1969.

**Closure**- Applying background knowledge and an understanding of the relationship between encapsulated images to synthesize (or blend) sequences of panels into events.

**Artisan Process**- A production method that involves principally individual execution of the writing and drawing (perhaps other roles as well) in the creation of comics.

**Chiaroscuro**- A stark contrast of light and dark.

**Gutter**- The space between panels.

**Genre**- A class or type of an art form as determined by the appearance of similarities with other works.

**Flayed Look**- Artistic style that emphasizes detailed musculature.

**Manga**- Japanese comics; translated as "irresponsible pictures."

**State of Grace**- A set of powers, appearance, supporting characters, and behaviors that are preserved in a recognizable form for the economic interests of the corporation that owns the character.

**Syntagmatic Choice**- The process of selecting which panels to present from the possible progression of story images that could occur.

**Paradigmatic Choice**- The chosen images and all the images that could have made sense or communicated nearly the same meaning at the same point in the panel.

**Panel**- A discernible area that contains a moment of the story; not necessarily a boxed in image.

**Symbolia**- A visual language created by cartoonists to portray motion, emotions, swearing and many other things.

**Layout**- The relationship of a single panel to the succession of panels, to the totality of the page, and to the totality of the story; involves choices of size, sequence, and juxtaposition.

**Trade Paperback**- A comic book usually with more pages than most monthly issues and bound by a cover that is of higher durability than a paper cover but not quite as durable as a hardcover.

**Graphic Novel**- A label applied by creators and publishers to distinguish a comic book, which in practice is longer and perhaps self-contained, in contrast to most periodical books.

## Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

*June 2, 2010*

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9-12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K-8; grade bands for 9-10 and 11-12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9-12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## How to Read This Document

### Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

### Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

### Key Features of the Standards

#### Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

#### Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

**An Overview of the Big Shifts in the Common Core State Standards  
 for English Language Arts and Literacy in History/Social Studies,  
 Science, and Technical Subjects**

February 14, 2012

<b>Appropriate Text Complexity</b>	Students have extensive opportunities to engage with complex texts. Teachers consider qualitative and quantitative measures as well as reader and task when selecting texts.
<b>Increased Reading of Informational Texts</b>	Throughout the school day, students at K-5 read a balance of 50% literature and 50% informational texts. By grade 12, at least 70% of texts read throughout the day should be informational texts. ELA classrooms at grades 6-12 will focus on literary nonfiction. At the secondary level, texts shift from narrative structures to those written to convey information, explanation, and points of view.
<b>Disciplinary Literacy</b>	Students read, write, and speak about discipline-related topics to build content knowledge. In the early grades, students read informational texts that include historical, scientific, and technical texts to prepare for the demands of reading discipline-specific texts in later grades. At grades 6-12, students grapple with discipline-specific complex texts that deepen their understanding of a topic and develop an understanding of the norms and conventions of each discipline; they demonstrate mastery by applying that knowledge when writing or speaking.
<b>Close Reading</b>	Students should read and reread texts of sufficient complexity to draw meaning from them. After students fully understand the text, they will be able to make appropriate connections and/or comparisons to other texts. For younger students or those needing additional help, the first reading of a text may be done by the teacher.
<b>Text-dependent Questions</b>	To gain deeper understanding of a text, students respond to high-quality questions about its content, structure, and language, including questions that ask students to make inferences and draw conclusions based on textual evidence. At least 80%-90% of questions about a text should be text-dependent.
<b>General Academic and Domain-specific Vocabulary</b>	Students acquire general academic vocabulary (Tier Two words) to comprehend complex texts that cross disciplines and domain-specific vocabulary (Tier Three words) that enables students to comprehend language specific to a discipline. Students demonstrate mastery by using both types of vocabulary when speaking and writing.
<b>Argumentative Writing</b>	Throughout the school day, all students write about topics or texts, some of which have differing viewpoints. In grades K-5, 30% of student writing should be writing opinions. In grades 6-8, 35% of student writing should be writing arguments in which they support claims with reasons and evidence. In grades 9-12, 40% of student writing should be well-developed arguments.
<b>Short and Sustained Research Projects</b>	Students conduct research, both short and long term, in which they synthesize information from many sources, construct knowledge, use technology when appropriate, and present findings in a variety of formats.

## Understanding the Big Shifts in the Common Core State Standards

### English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### Alignment of Arkansas's Big Shifts to PARCC's Key Instructional Shifts

**\*PARCC's Key Instructional Shifts**

**Arkansas's Big Shifts**

<p><b>COMPLEXITY</b></p> <p>Regular practice with <b>complex text</b> and its <b>academic vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Appropriate Text Complexity</li> <li>• Increased Reading of Informational Texts</li> <li>• Disciplinary Literacy</li> <li>• Close Reading</li> <li>• General Academic and Domain-specific Vocabulary</li> </ul>
<p><b>EVIDENCE</b></p> <p>Reading and writing grounded in <b>evidence from text</b></p>	<ul style="list-style-type: none"> <li>• Increased Reading of Informational Texts</li> <li>• Disciplinary Literacy</li> <li>• Close Reading</li> <li>• Text-dependent Questions</li> <li>• Argumentative Writing</li> <li>• Short and Sustained Research Projects</li> </ul>
<p><b>KNOWLEDGE</b></p> <p><b>Building knowledge through content-rich nonfiction and informational texts</b></p>	<ul style="list-style-type: none"> <li>• Appropriate Text Complexity</li> <li>• Increased Reading of Informational Texts</li> <li>• Disciplinary Literacy</li> <li>• Close Reading</li> <li>• Text-dependent Questions</li> <li>• Short and Sustained Research Projects</li> </ul>

\*For more information on PARCC's Key Instructional Shifts, see *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool*, p. 6, at <http://www.parcconline.org/sites/parcc/files/CCSS%20rubric%20and%20state%20planning%20tool%20-%202012.pdf>.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

## Shanahan Article Excerpt (Slide 14)

Harvard Educational Review

Spring 2008 Issue

"Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy"

*"In this article, Timothy and Cynthia Shanahan argue that "disciplinary literacy" — advanced literacy instruction embedded within content-area classes such as math, science, and social studies — should be a focus of middle and secondary school settings. Moving beyond the oft-cited "every teacher a teacher of reading" philosophy that has historically frustrated secondary content-area teachers, the Shanahans present data collected during the first two years of a study on disciplinary literacy that reveal how content experts and secondary content teachers read disciplinary texts, make use of comprehension strategies, and subsequently teach those strategies to adolescent readers. Preliminary findings suggest that experts from math, chemistry, and history read their respective texts quite differently; consequently, both the content-area experts and secondary teachers in this study recommend different comprehension strategies for work with adolescents. This study not only has implications for which comprehension strategies might best fit particular disciplinary reading tasks, but also suggests how students may be best prepared for **the reading, writing, and thinking required by advanced disciplinary coursework**" (italicized preface of document, page 40).*

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

**CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts)**

**INDICATORS**

**EVIDENCE OBSERVED OR GATHERED**

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
<p>A. Text-based instruction engages students in reading, speaking, or writing about text(s).</p>	<p>1 2 3 4</p> <p>There is no text under consideration in this lesson.</p>	<p>A text (or multiple texts) is directly addressed in this lesson.</p>
<p>B. The text(s) are at or above the complexity level expected for the grade and time in the school year.<sup>2</sup></p>	<p>1 2 3 4</p> <p>The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.</p>	<p>The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</p>
<p>C. The text(s) are clear and build knowledge relevant to the content being studied.</p>	<p>1 2 3 4</p> <p>The quality of the text(s) is low – they are unclear and are not relevant to the content being studied.</p>	<p>The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.</p>

<sup>1</sup> Refer to Common Core Shifts at a Glance (achievethecore.org/ELA/Shifts) for additional information about the Shifts required by the CCSS.

<sup>2</sup> Refer to achievethecore.org/da-literacy-common-core/text-complexity/ for text complexity resources.

**CORE ACTION 2: Employ questions and tasks that are text dependent and text-specific**

**INDICATORS**

**EVIDENCE OBSERVED OR GATHERED**

		Notes:
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	<p>1 → 2 → 3 → 4</p> <p>Questions and tasks do not refer directly to the text and instead elicit opinion answers.</p> <p>2 → 3 → 4</p> <p>Questions and tasks repeatedly return students to the text to build understanding.</p>	
B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	<p>1 → 2 → 3 → 4</p> <p>Questions and tasks can be answered without reference to evidence from the text or data.</p> <p>2 → 3 → 4</p> <p>Questions and tasks require students to cite evidence from the text or data.</p>	
C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	<p>1 → 2 → 3 → 4</p> <p>Questions and tasks do not explicitly require use of academic or domain-specific language.</p> <p>2 → 3 → 4</p> <p>Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</p>	
D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.	<p>1 → 2 → 3 → 4</p> <p>Questions do not follow a clear sequence or are all at the same level of depth.</p> <p>2 → 3 → 4</p> <p>Questions are sequenced to support and challenge students in deep examination of the text.</p>	

**CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson**

**INDICATORS**

**ILLUSTRATIVE STUDENT BEHAVIOR**

**EVIDENCE OBSERVED OR GATHERED**

		Notes:
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	1 2 3 4
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1 2 3 4
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1 2 3 4
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1 2 3 4

Scale:  
 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.  
 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.  
 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.  
 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

# A Framework for Teaching: Components of Professional Practice

## Domain 1: Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

## Domain 2: The Classroom Environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

## Domain 4: Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

## Domain 3: Instruction

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

# AR Teacher Excellence Support System

## EXAMPLES of ARTIFACTS

**Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.**

### Domain 1: Planning and Preparations

- a. Knowledge of Content and Pedagogy
  - Standards/Pacing Guides with notations
  - Task Analysis of Prerequisite Skills
  - Research Articles on Content & Pedagogical Approaches
  - Lesson Plans
  - Units of Study
  - Pre-Conference
- b. Knowledge of Students
  - Data Analysis/Test Scores/Data Notebook
  - Child Development Research
  - Child Development Charts
  - Student Learning Profiles
  - Surveys and Inventories (interest, learning styles, etc.)
  - Assessments (reading, language, content, etc.)
  - IEPs, AIPs, 504 Modification Plans
  - Pre-Conference
- c. Selecting Instructional Outcomes
  - Standards/Goals/Pacing Guides
  - Matrix or Spreadsheet for Tracking Different Instruction
  - Units of Study
  - IEPs, Modification Plans
  - Differentiation Plan
- d. Knowledge of Resources
  - Internet Usage Report/Log
  - Virtual Tours Report/Log
  - Sign-in Computer Lab
  - In-class Library Listing
  - Guest Speaker & Guests Log
  - Parent Partner List
  - Resource Log
- e. Designing Coherent Instruction
  - Lesson Plans
  - Units of Study
  - Pacing Guides/Instructional Maps
  - Modification Plans
  - Grouping Matrix
- f. Designing Student Assessments
  - Lesson Plans
  - Example Assessments
  - Rubrics
  - Checklists
  - Modification Plans
  - Self-Assessment and Peer-Assessment Instruments
  - Assessment Matrix
  - Various Formative Assessments
  - Student Progress Template

# AR Teacher Excellence Support System

## EXAMPLES of ARTIFACTS

**Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.**

### Domain 2: Classroom Environment

- a. Creating Environment of Respect and Rapport
  - Action Plan
  - Respect Worksheets/Activities
  - Lesson Plans with Activities that Reflect Students' Interest
- b. Establishing a Culture for Learning
  - Mission Statement
  - Class Motto
  - Norms/Rules
  - Student Assignment Revision Checklist
  - Peer Review Worksheet
  - Student Incentives
  - Performance Management/Action Planning and Reflection
  - Lesson Plans
- c. Managing Classroom Procedures
  - Rubric for Working as a Group
  - Grouping Plan
  - Classroom Transition Plan
  - Materials and Supplies Management Plan
  - Homework Policy/Plan/Procedures/Folder
  - Teaching Routine Checklist
  - Procedure/Routine for Non-Instructional (Poster or Checklist)
  - Volunteer/Para-Professional Check-in/Sign-in
  - Volunteer/Para-Professional Agenda/Plan/Activities
- d. Managing Student Behavior
  - Behavior Management Plan
  - Posted Rules/Norms
  - Code of Conduct
  - Office Referrals
  - Parent Contact Log with Notations of Behaviors
  - Student Behavior Checklists
- e. Organizing Physical Space
  - Safety Checklist
  - Drawing of Room Arrangement

# AR Teacher Excellence Support System

## EXAMPLES of ARTIFACTS

**Note:** This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples **ONLY** and not meant to provide an exhaustive list.

### Domain 3: Instruction

- a. Communicating with Students
  - Lesson Plans
  - Units of Study
  - Graphic Organizers
  - Expectations for Learning Charts
  - Printed Directions and Procedures
  - Modification Plans
  - Examples of Student Presentations/Plans
  - Teacher's Peer-Review Report/Feedback
- b. Using Questions & Discussion Techniques
  - Lesson Plans
  - List of Questions for each Lesson
  - Examples of Student Questions
  - Self-Assessment of Questioning Strategies Checklist/Template
  - Norms/Guidelines for Student Discussion/Participation
  - Discussion Rubric
  - Student Participation Checklist
  - Units of Study
- c. Engaging Students in Learning
  - Lesson Plans
  - Differentiation Plan
  - Assignments (Problem-based, Enrichment, Differentiated, Extension)
  - Learning Contracts
  - Student Engagement Checklist
  - Alternative Project Proposal
  - Grouping Plan
  - Units of Study
- d. Using Assessment in Instruction
  - Printed Assessment Criteria
  - Student-made Assessment Example(s)
  - Examples of Variety of Assessments (Formative & Summative)
  - Rubrics
  - Self-Reflection/Assessment Instrument
  - Examples of Written Feedback to Students
  - Exit Tickets
  - Lesson Plans
  - Units of Study
- e. Demonstrating Flexibility and Responsiveness
  - Lesson Plans
  - KWL
  - Rewards/Incentives
  - Teacher and/or Peer Observation Form

# AR Teacher Excellence Support System EXAMPLES of ARTIFACTS

**Note:** This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

## Domain 4: Professional Responsibility

- |   |   |  |
|---|---|--|
| <p>a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>- Post-Conference</li> <li>- Lesson Reflection Questionnaire</li> <li>- Learning Logs</li> <li>- Action Planning and Reflection Chart</li> <li>- Lesson Plans</li> </ul> <p>b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>- Grades (hard copy and on-line)</li> <li>- Attendance Log</li> <li>- Assignment Checklist/Log</li> <li>- Homework Record</li> <li>- Student Progress Report</li> <li>- Report Cards</li> <li>- Permission Slips</li> <li>- Health Records/Requirements</li> <li>- Student Profile</li> <li>- Student Portfolios</li> <li>- Field Trip Brochure/Maps/Bus Information, Etc.</li> <li>- Volunteer File</li> <li>- Behavior Contracts</li> <li>- Notes Sent and Received from Home</li> </ul> | <p>c. Communicating with Families</p> <ul style="list-style-type: none"> <li>- Contact Log</li> <li>- Web Site</li> <li>- Notes Sent and Received from Home</li> <li>- Newsletters</li> <li>- Syllabus</li> <li>- Parent/Teacher Conference Record</li> <li>- Parent Night Sign-in and Agenda</li> </ul> <p>d. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>- PLC Meeting Agendas/Minutes</li> <li>- Grade-Level or Content Meeting Agendas/Minutes</li> <li>- Study Group</li> <li>- Agendas/Assignments</li> <li>- School Project</li> <li>- Pictures/Plan/Outcomes</li> <li>- Portfolio of School-Related Participation</li> <li>- Teacher-Facilitated Professional Development</li> <li>- Profession Community Log</li> </ul> | <p>e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>- Course Work Syllabus, Certificate and/or Transcript</li> <li>- Professional Development Log/Printout/Certificates</li> <li>- Individual Professional Growth Plan</li> <li>- Research Material Folder</li> </ul> <p>f. Showing Professionalism</p> <ul style="list-style-type: none"> <li>- Department Chair Verification</li> <li>- Committee Chair Verification</li> <li>- List of Tutors</li> </ul> |
|---|---|--|