

CCT Performance Profile 3-21-14
 Module Two: Planning for Active Learning
SAMPLE ONE - Grade 9 English/Language Arts

Explore the Domain of the module with your mentor using the CCT Performance Profile. Read the italicized, bold print stem along with the indicators located on left side of the profile, then read the descriptors of performance for each indicator

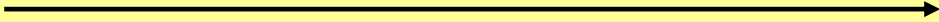
1. Identify one indicator that you see as especially relevant to your classroom practice.
2. Place yourself on the continuum of the selected indicator based on your current classroom practice
3. Record specific examples/evidence about your current practice and its effect on your students' learning in the "Notes" section below your selector indicator

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

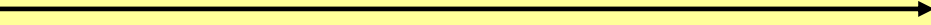

NOTE: **BOLD** print indicates place on continuum at start of module.

CCT Indicators	Continuum of Effective Teaching			
1. Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their <u>learning needs</u> .	<ul style="list-style-type: none"> ○ Uses general understanding of the content, not data about the students' learning needs, to plan instruction. ○ Instructional plans are generally not differentiated and/or not at an appropriate level of challenge. 	<ul style="list-style-type: none"> ○ Uses general understanding of students' prior content knowledge and skills to plan instruction. ○ Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> ○ Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. ○ Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> ○ Analyzes student performance data to determine individual learning needs and plan instruction. ○ Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning.
Conversation Notes: <ul style="list-style-type: none"> • I gave an Interest Inventory and Learning Style Assessment in September, reviewed the CMT test data, and gave a CAPT pre-assessment. Also, I talked to students to get a sense of what they like to read and how they feel they learn best. • I learned that my students like to read adventure stories. Several of the students are artistic and/or musical and some of them prefer to complete projects rather than write essays. Most of the students achieved a proficient level on their CMTs. I used the assessment data to gauge students' understanding and to identify some areas of focus (they said they can understand the story, but have a hard time answering questions that require them to draw conclusions- the CAPT pretest verified this). I also learned that most of the students struggle with reading when they don't like the material. As a result, I have been attempting to offer students some choices for their independent reading and have developed projects for their independent reading that appeal to multiple intelligences. • Read the IEPs and noted accommodations. Most of them are about seating and extra time, nothing instructional is specified. • I vary my instruction for the whole class. For example, I had students break up into groups to analyze the plot structure of the "Most Dangerous Game"- each group was assigned a different part of the plot. They drew a picture to illustrate the most important event and then explain why it was significant. To provide opportunities for students with different learning styles, for example, I gave students a list of projects that they can choose from that range from writing a paper to constructing a mobile. Some of the activities also help them make connections to the real world- such as finding a nonfiction article that relates to the story. They can also work individually or in groups. 				

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2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.	○ Develops discrete lessons and activities related to specific skills in the curriculum.	○ Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests.	○ Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: <ul style="list-style-type: none"> - using strategic questions for discourse or inquiry based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections. 	○ Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: <ul style="list-style-type: none"> - using strategic questions for discourse or inquiry-based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections.
Conversation Notes: <ul style="list-style-type: none"> • I plan lessons that address the English Language Arts 9th grade curriculum and target specific focus areas that I determined the class needs and that are engaging for my students. • I noticed that the students have a hard time finding the main idea in a story so I taught them to summarize the text using a strategy called Keep-Delete-Substitute. This has helped them identify main ideas in their reading. During my short story unit, for example, I provided students with instruction in QAR (Question-Answer- Response) to help them learn how to draw conclusions or make inferences based on explicit or implicit information. This has helped students understand how to go about answering questions about the text. • I ask different level questions from Blooms to get students to think more critically. 				

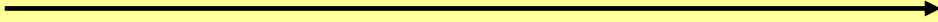
Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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3. Selecting appropriate assessment strategies to monitor ongoing student progress.	<ul style="list-style-type: none"> ○ Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals. 	<ul style="list-style-type: none"> ○ Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. ○ Plans to provide students with information about their current progress, including general strengths and areas of need. ○ Plans include sharing assessment criteria with students. 	<ul style="list-style-type: none"> ○ Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning. ○ Plans strategies to engage students in using assessment criteria to assess their own work. 	<ul style="list-style-type: none"> ○ Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. ○ Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.
Conversation Notes: <ul style="list-style-type: none"> • I use quizzes, exit slips and written responses to assess their daily understanding of the lessons. I assign essays and projects to assess long term learning. Also, I give departmental CFAs which assess how well the students are meeting our curriculum goals. The recent CFA on reading comprehension showed 50% of my students are not able to demonstrate high levels of comprehension. • I record the grades that students get on their assessments for their report cards. I have had to go back and reteach some things because the majority of the students performed poorly. For example, I did use some of the students' errors from their writing to target mini lessons on grammar and usage. • I am getting ready to teach the next unit in the curriculum and I know that I have to focus on the comprehension piece because the CFA data tells me that my students are reading at a literal level. After our last conversation, I realized that I might need to work more on differentiating instruction for the 6 students who scored below average on their CFA. • I haven't really had the students do self-assessments yet, but I do give them the assessment criteria so they can use it to make sure they are doing what they need to do to be successful. 				
CCT Indicators	Continuum of Effective Teaching 			
4. Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	<ul style="list-style-type: none"> ○ Identifies academic or behavioral concerns without a defined plan of intervention. 	<ul style="list-style-type: none"> ○ Prepares to address targeted academic or behavioral concerns. ○ Plans to document anticipated responses to strategy/use of materials. 	<ul style="list-style-type: none"> ○ Selects or designs supplemental or specialized instructional or behavioral interventions. ○ Discusses data with colleagues to inform planning for interventions. 	<ul style="list-style-type: none"> ○ Selects or designs supplemental or specialized instructional or behavioral interventions. ○ Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.
Conversation Notes: <ul style="list-style-type: none"> • Other than providing choices for independent reading and projects, I have been teaching to the whole class. I have not differentiated instruction to target specific student needs. This is an area that I need to work on. 				

- (L) Plans to include use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content-related text.
- (N) Plans to include use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems.

(L & N) Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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<p>5. Including strategies for teaching and supporting content area literacy skills, and appropriate, numeracy skills (across curriculum).</p> <p><i>L – Literacy</i> <i>N-Numeracy</i></p>	<ul style="list-style-type: none"> ○ Limited planning for teaching content area literacy or numeracy skills 	<ul style="list-style-type: none"> ○ (L) Plans to include use of strategies and materials that focus on either: <ul style="list-style-type: none"> - literal comprehension of content, or - process and structure of writing/communicating ideas. ○ (N) Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area. 	<ul style="list-style-type: none"> ○ (L) Plans to include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students’ ability to understand, make meaningful connections to and/or communicate about content-related text. ○ (N) Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students’ ability to represent, interpret and analyze data and/or to solve mathematical problems. 	<ul style="list-style-type: none"> ○ (L) Plans to include use of a variety of strategies, materials and resources to build students’ ability to interpret, synthesize, and respond to content-related text. ○ (N) Plans to include use of a variety of resources to build students’ ability to represent, interpret and analyze data and/or to solve mathematical problems. <p>(L &N) Plans to include use of resources to support students’ understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.</p>
<p>Conversation Notes:</p> <p>My lesson plans have focused on literal comprehension of the stories we have read as well as interpreting the texts. For example, when we read “The Most Dangerous Game” we spent time discussing the title of the story and possible interpretations. We also focused on the conflict and made predictions about what would happen and then extended our discussion to a debate on hunting.</p>				