

CCT Performance Profile 2-23-2010
 Module Three: Instruction for Active Learning
SAMPLE ONE – Grade 7, Mathematics

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

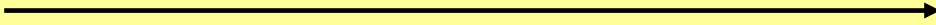
1. Identify one indicator that you see as especially relevant to your classroom practice,
2. Place yourself on the continuum of the selected indicator based on your current classroom practice.
3. Record specific examples/evidence about your current practice and its effect on your students’ learning/performance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

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

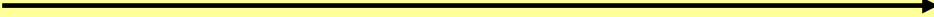
NOTE: **BOLD** print indicates place on continuum at start of module.

CCT Indicators	Continuum of Effective Teaching			
<p>1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.</p>	<ul style="list-style-type: none"> Teaches content of the general curriculum with limited consideration of student learning needs. Instruction engages students primarily in learning lower level skills. 	<ul style="list-style-type: none"> Uses strategies that are based on general knowledge or data about student learning. Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning. 	<ul style="list-style-type: none"> Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning. 	<ul style="list-style-type: none"> Uses instructional strategies that are explicit, varied, and scaffold instruction; are based on specific data about student learning, and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts.
<p>Conversation Notes: I do use data about student learning to inform my instruction but this tends to be based on general trends, rather than specific data. I occasionally engage students in application activities, but I work with procedural skills most frequently.</p>				
<p>2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. <i>Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.</i></p>	<ul style="list-style-type: none"> Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. Supplemental intervention for students who need academic or behavioral support is provided solely by others. 	<ul style="list-style-type: none"> Provides instruction based on students’ general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in systematic or routine 	<ul style="list-style-type: none"> Provides instruction based on students’ general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports. 	<ul style="list-style-type: none"> Provides instruction based on students’ individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students’ interests, motivation and readiness. Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon

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		manner.		student response.
<p>Conversation Notes: Differentiation is something I really need to work on! I have made attempts in the past, but struggled with how to manage having students working on different materials. I have not done any work with flexible grouping. Pursuing differentiation would push me to modify activities to meet the needs of different groups of students, instead of choosing one way to work for all of them.</p>				
<p>3. Using technological and digital resources strategically to support learning.</p>	<ul style="list-style-type: none"> • Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.) 	<ul style="list-style-type: none"> • Promotes use of technological or digital resources to help students access, organize and present information. • Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats. 	<ul style="list-style-type: none"> • Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to demonstrate and apply learning. • Provides guidance for students to be critical consumers of information accessed through a variety of media formats. 	<ul style="list-style-type: none"> • Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities. • Requires evidence that students are critical consumers of information accessed through a variety of media formats. • Monitoring provides ongoing support to help students analyze, interpret and communicate information in order to demonstrate and apply learning.
<p>Conversation Notes: I have just started to work with technology within the last two months. I think I am at the low end of the continuum but with time and greater exposure, I anticipate moving forward.</p>				
<p>4. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.</p>	<ul style="list-style-type: none"> • Primarily provides information to students. • Uses questions and activities that focus on recall and comprehension of information. 	<ul style="list-style-type: none"> • Uses instructional strategies that focus on having students develop skills. • Discussions are generally teacher directed and beginning to focus on more open ended questions. 	<ul style="list-style-type: none"> • Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts. • Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance. 	<ul style="list-style-type: none"> • Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop questions and explore solutions to problems. • Consistently facilitates students' engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence.
<p>Conversation Notes: I use activities that require students to discover information and relationships. I also model discourse for them. I need to increase my use of these strategies, but I think I have a good foundation established and this will be an area of strength for me after more time and experience.</p>				

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<p>5. Varying the student and <u>teacher roles</u> in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.</p>	<ul style="list-style-type: none"> Primarily directs students through learning activities. Teacher takes responsibility for instructional and non-instructional tasks. 	<ul style="list-style-type: none"> Provides opportunities for questioning/clarification of content and to discuss concepts presented. Provides opportunities for students to take responsibility for non-instructional tasks. 	<ul style="list-style-type: none"> Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. Provides opportunities for students to take responsibility for some learning activities. 	<ul style="list-style-type: none"> Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. Provides opportunities for students to develop and facilitate individual and collaborative learning activities.
<p>Conversation Notes: I would like to increase student independence. I realize that I take a lot of responsibility for student learning and that I need to share that with some of the students. I have started doing this by sharing non-instructional tasks with them this year and I am currently experimenting with having students teach each other the material and come up to the board more frequently. I am thinking that if I work on differentiation, this will support the goal to move students toward greater independence as well.</p>				
<p>6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.</p>	<ul style="list-style-type: none"> Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). Few instructional adjustments are made. 	<ul style="list-style-type: none"> Monitoring focuses on whole class development of skills. Instructional adjustments (during and between lessons) focus primarily on pacing and procedures. 	<ul style="list-style-type: none"> Monitoring focuses primarily on data relative to progress of groups of students. Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions. (during and between lessons) are based on group struggles or progress with content or skills. 	<ul style="list-style-type: none"> Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students.
<p>Conversation Notes: I do adjust instruction based on student needs; however, most of these modifications occur in the moment. I would like to improve my instruction by planning ahead for some of these modifications. I also need to work on monitoring on a smaller level, such as a small group of students. I do think that working on differentiating my instruction will affect this area as well.</p>				
<p>7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.</p>	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. 	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. 	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is specific and accurate and reinforces effective practices and understanding. 	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking.
<p>Conversation Notes: I think that this is a strength for me. I give students specific feedback with multiple opportunities to revise their work.</p>				