

CCT Performance Profile 3-21-14
Module Three: Instruction for Active Learning

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:

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.
Conversation Notes:				
<p>2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.</p> <p><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 a systematic or routine manner. 	<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 student response.
Conversation Notes:				

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3. Using technological and digital resources strategically to support learning.	<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.
Conversation Notes:				
4. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.	<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.
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<p>5. Varying the student and teacher roles 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.
Conversation Notes:				
<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.
Conversation Notes:				
<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.
Conversation Notes:				

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- **Evidence based strategies** are instructional decisions made based on available evidence or data of learners' skill level, academic or behavioral needs.
- **Explicit** means the teacher introduces and explains skills, concepts or materials clearly and is explicit about what is to be done, said or written rather than leaving it to learners to make inferences from experiences or possible misconceptions.
- **Scaffolding** is the supportive process that enables a child or novice to solve a problem or carry out a task which they could not complete on their own without assistance. Scaffolding closely relates to Vygotsky's theory about zone of proximal development, means the "area between what children can do independently and what they can do with assistance. Given repeated experiences, a child internalizes the collaborative form of the mental processes and is able to engage in them alone or in new contexts. As students develop the new skill or content, the teacher "gradually releases responsibility, with students assuming increased responsibility. Teachers should balance scaffolding students' learning enough so that support is not withdrawn too quickly and the student does not give up on the task or fail at it. (Clark and Graves, 2005)
- **Rigorous** learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings. (Wagner, 2006)
- **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following **lower order to higher order** thinking skills:
 - **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory
 - **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
 - **Applying:** Carrying out or using a procedure through executing or implementing.
 - **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
 - **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
 - **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
- **Differentiated instruction** is an approach to teaching that emphasizes ways to meet the differing needs and abilities of students within the same class in the general education setting and is the primary provision of Tier I practices of the Scientific Research Based Interventions (SRBI) Framework to support students with academic or behavioral needs. Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms. Source: Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for the Supervision of Curriculum Development. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Source: Differentiated Instruction: http://www.cast.org/publications/ncac/ncac_diffinstruc.htm
- **Supplemental Interventions** are provided in addition to, not in lieu of, general core academic instruction in the primary classroom. Supplemental interventions involve explicit teaching in a student's focus area(s) needing improvement, or directly addressing the function of a student's inappropriate behavior, for example, through social skills training. Simply repeating the same curriculum and instruction with which the student has already failed, such as retention in grade, or superficial classroom accommodations (e.g., changes in seating arrangements, reduction in number of assigned math problems) do not constitute interventions. Supplemental interventions are provided to students failing to meet important academic or behavioral expectations and who have not responded to Tier I differentiated instruction practices in the general education class.
- Teachers **vary their roles** by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.