



ENTRY SEVEN: Continuum of Practice (COP)

Participating Teacher's Name: _____

School: _____ District: _____

Support Provider's Name: _____

ENTRY SEVEN

Continuum of Practice: Engaging and Supporting All Students in Learning
Creating & Maintaining Effective Environments for Student Learning

Continuum of Practice: The participating Teacher and Support Provider look at, discuss, and mark appropriate levels of teacher performance on the Continuum of Practice for these standards. Identify a cell that best describes your current practice for each key element. Be sure to place notations on, and include the Continuum with this form in the binder's Entry Seven. Remember, the decisions made apply to the observation of **this lesson only** and reflect the evidence collected on this form.

KEY ELEMENTS:

ENGAGEMENT

- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using a variety of instructional strategies and resources to respond to students' diverse needs.
- Facilitating learning experiences that promote autonomy, interaction, and choice.
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Promoting self-directed, reflective learning for all students.

ENVIRONMENT

- Creating a physical environment that engages all students.
- Establishing a climate that promotes fairness & respect.
- Promoting social development & group responsibility.
- Establishing & maintaining standards for student behavior.
- Planning & implementing classroom procedures & routines that support student learning.
- Using instructional time effectively.

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>1.1 Connecting students' prior knowledge, life experiences and interests with learning goals.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not connect what students know with new materials Does not connect classroom learning to their life experiences, linguistic skills, and cultural understandings Fails to design lesson plans or units to capture students' attention and interest Does not modify or adjust teaching based on students' interests and questions 	<ul style="list-style-type: none"> Makes limited connections between what students already know and the new materials Makes some attempts to connect classroom learning to their life experiences, linguistic skills, and cultural understandings Occasionally designs lesson plans or units to capture students' attention and interest Makes limited modifications and adjustments to teaching based on students' interests and questions 	<ul style="list-style-type: none"> Helps students to see the connections between what they already know and the new material Helps students to connect classroom learning to their life experiences, linguistic skills, and cultural understandings Plans lessons or units to capture students' attention and interest Modifies and adjusts teaching based on students' interests and questions 	<ul style="list-style-type: none"> Assists students in further developing and expanding their connections between what they already know and the new material Assist students in connecting classroom learning with their life experiences, linguistic skills, and cultural understandings on a regular basis Develops lessons or units cooperatively with the students to capture their attention, interests, and involvement Consistently modifies and adjusts teaching based on students' interests and questions
<p>1.2 Using a variety of instructional strategies and resources to engage all students</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not engage students in a variety of learning experiences that accommodate the different ways they learn Does not use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that students understand and are actively engaged Does not choose strategies that make the complexity and depth of subject matter understandable to most students Does not modify materials and resources to support each student's fullest participation 	<ul style="list-style-type: none"> Engages some students in a variety of learning experiences that accommodate the different ways they learn Uses few strategies to introduce, explain, and restate subject matter concepts and processes so that students understand and are actively engaged Occasionally chooses strategies that make the complexity and depth of subject matter understandable to all students Modifies a limited amount of materials and resources to support each student's fullest participation 	<ul style="list-style-type: none"> Engages all students in a variety of learning experiences that accommodate the different ways they learn Uses a variety of strategies to introduce, explain, and restate subject matter concepts and process so that all students understand and are actively engaged Chooses strategies that make the complexity and depth of subject matter understandable to all students Modifies materials and resources to support each student's fullest participation 	<ul style="list-style-type: none"> Daily engages all students in a variety of learning experiences that accommodate the different ways Uses a variety of strategies, tailored to the individual students' learning styles, introduces, explains and restates subject matter concepts and processes so that all students understand and are actively engaged Consistently chooses strategies with the individual in mind so that complexity and depth of subject matter is understandable to all students Designs/develops materials and resources to support each student's fullest participation

Reflective Conversation Guide - Continued

4. What will you do to improve your ability to create effective environments for student learning and/or engage your students?

5. By when will you do this?

How will your Support Provider know you've made the change(s)?

6. Does this evidence provide any possibilities for your IIP focus? What are they?

Follow up by SP Date: _____

Next Observation by SP Date: _____ Time: _____

Participating Teacher's requested focus for next observation: _____

Reflective Conversation Guide



Date of conversation: _____

1. What insights into the Environment Standard does the evidence provide? Consider the six key elements of the standard.

2. What insights into the Engagement Standard does the evidence provide? b) How well were all students, especially those from special populations (ELL, Spec. Ed., etc.), able to participate and access the curriculum being taught? c) How could you use your adopted materials more effectively?

3. What insights did the Support Provider observation provide in regards to your special requests?

Engaging and Supporting All Students in Learning

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Classroom environment is not used to provide opportunities for independent and collaborative learning Limited participation in and promotion of positive interactions between all students Does not support or monitor student decisions about managing learning, time, and materials 	<ul style="list-style-type: none"> Some use of the classroom environment to provide opportunities for independent and collaborative learning Some participation in and promotion of positive interactions between all students Inconsistent support and monitoring of students' decisions about managing learning, time and materials 	<ul style="list-style-type: none"> Uses the classroom environment to provide opportunities for independent and collaborative learning Participates in and promotes positive interactions between all students Supports and monitors students' decisions about managing learning, time, and materials 	<ul style="list-style-type: none"> Consistently uses classroom environment to provide opportunities for independent and collaborative learning Encourages, participates in, and promotes positive interactions between all students and other school personnel Consistently encourages, supports and monitors students' decisions about managing learning, time, and materials
<p>1.4 Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not engage students in problem solving nor encourages them to use multiple approaches and solutions Encourages few students to ask critical questions nor to consider diverse perspectives about subject matter Does not give students help to analyze and draw valid conclusions about content being learned 	<ul style="list-style-type: none"> Minimally engages all students in problem solving activities and encourages some approaches and solutions Encourages some students to ask critical questions and to occasionally consider diverse perspectives about subject matter At times helps students to analyze and draw valid conclusions about content being learned 	<ul style="list-style-type: none"> Engages all students in problem solving activities and encourages multiple approaches and solutions Encourages all students to ask critical questions and consider diverse perspectives about subject matter Helps all students to analyze an draw valid conclusions about content being learned 	<ul style="list-style-type: none"> Engages all students in problem solving activities and encourages and supports students in developing multiple approaches and solutions Encourages all students to ask critical questions and consider differing opinions and diverse perspectives about subject matter Encourages students to analyze, draw valid conclusions, and evaluate the validity of their conclusions concerning the content being learned
<p>1.5 Promoting self-directed, reflective learning for all students</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not motivate students to initiate their own learning nor to strive for challenging learning goals Does not engage students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers Rarely helps students to develop and use strategies to access knowledge and information 	<ul style="list-style-type: none"> Inconsistently motivates students to initiate their own learning nor to strive for challenging learning goals Generally engages students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers Occasionally helps students develop and use strategies to access knowledge and information 	<ul style="list-style-type: none"> Motivates all students to initiate their own learning and strive for challenging learning goals Engages all students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers Mostly helps students develop and use strategies to access knowledge and information 	<ul style="list-style-type: none"> Positively motivates and enables all students to initiate their own learning and strive for challenging personal learning goals Motivates all students to consistently examine, reflect on, and evaluate their work and to discuss with and learn from the work of their peers Consistently helps students develop and use strategies to access knowledge and information, and provides them with encouragement, time and resources

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>2.1 Creating a physical environment that engages all students.</p> <p>Next step:</p>	<ul style="list-style-type: none"> • Uses seating arrangement without regard to learning activities, student interaction or well being of students • Does not make materials, supplies, and technology accessible to students • Structures room with no attention to physical and emotional well-being of students and staff • Displays outdated student work or student work is not evident 	<ul style="list-style-type: none"> • Uses seating arrangement to accommodate some individual and group work • Makes materials, supplies and technology accessible to students • Structures room to meet safety code but not emotional well-being of students and staff • Displays some student work 	<ul style="list-style-type: none"> • Uses seating arrangement to allow for collaborative as well as individual work • Makes materials, supplies and appropriate technology readily accessible for all students • Structures room to promote physical and emotional well-being of students and staff • Displays current student work 	<ul style="list-style-type: none"> • Uses seating as a teaching tool • Is familiar with and uses the latest technology and facilitates opportunities for students to utilize these skills with learning, too • Creatively structures room to promote physical and emotional well-being of students and staff • Consistently displays current student work through a variety of mediums and to a wide audience
<p>2.2 Establishing a climate that promotes fairness and respect.</p> <p>Next step:</p>	<ul style="list-style-type: none"> • Does not model fairness, equity, caring, and respect in the classroom • Is unaware of impolite and disrespectful behavior • Allows inappropriate attitudes and behaviors among students 	<ul style="list-style-type: none"> • Inconsistently models fairness, equity, caring and respect in the classroom • Recognizes polite and respectful student interaction • Responds to inappropriate attitudes and behaviors among students 	<ul style="list-style-type: none"> • Models and promotes fairness, equity, caring and respect in the classroom • Promotes and expects polite and respectful student interaction • Understands and responds to inappropriate attitudes and behaviors in a fair, equitable way 	<ul style="list-style-type: none"> • Consistently models and helps students to transfer concepts of fairness, equity, caring and respect into all aspects of the larger community • Promotes and has students demonstrate respect and politeness beyond the classroom • Works extensively with students to diminish inappropriate attitudes and develop appropriate behaviors
<p>2.3 Promoting social development and group responsibility.</p> <p>Next step:</p>	<ul style="list-style-type: none"> • Recognizes student diversity but does not promote acceptance or respect • Allows little communication and collaboration • Group structures are not evident 	<ul style="list-style-type: none"> • Inconsistently promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view • Allows communication and some collaboration • Uses group activities in limited ways 	<ul style="list-style-type: none"> • Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view • Facilitates communication and collaboration • Provides effective group structures with opportunities to assume varied roles 	<ul style="list-style-type: none"> • Extends learning opportunities for students to accept and respect different experiences, ideas, backgrounds, feelings and points of view • Is consistently involved in activities in and out of the classroom which facilitate communication and collaboration and provides effective group time to assume varied roles

Creating & Maintaining Effective Environments for Student Learning

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>2.4 Establishing and maintaining standards for student behavior.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not establish and maintain appropriate guidelines for student behavior Discourages students from participating in classroom decision making, problem solving, and conflict resolution Does not make families aware of guidelines for student behavior 	<ul style="list-style-type: none"> Establishes guidelines for student behavior but inconsistently maintains them Occasionally involves students in classroom decision making, problem solving, and conflict resolution Informs families concerning guidelines for student behavior 	<ul style="list-style-type: none"> Establishes and maintains appropriate guidelines for student behavior Involves students in classroom decision making, problem solving, and conflict resolution Involves families in maintaining guidelines for student behavior 	<ul style="list-style-type: none"> Extends learning opportunities for students to understand and correct inappropriate behavior Extends learning opportunities for classroom decision making, problem solving and conflict resolution beyond the classroom Works extensively with families in maintaining guidelines for student behavior
<p>2.5 Planning and implementing classroom procedures and routines that support student learning.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not develop, communicate, or maintain daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> Inconsistently develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> Develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> Creates multiple opportunities for students to design and regulate daily schedules, timelines, classroom routines and classroom rules
<p>2.6 Using instructional time effectively.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Uses instructional time ineffectively Is ineffective in pacing and transition time Does not have materials prepared in a timely fashion 	<ul style="list-style-type: none"> Engages some students through pacing and adjustment of instructional time Is inconsistently effective in pacing and transition time Inconsistently prepares materials in a timely fashion 	<ul style="list-style-type: none"> Engages students in learning through pacing, adjustment of instructional time, and redirection Implements smooth pacing and transitions Prepares materials in a timely fashion 	<ul style="list-style-type: none"> Designs structures for different learning levels so that students are simultaneously challenged and given opportunities for success during instructional time Smooth pacing and transitions are part of the learning process Prepares relevant and quality materials in a timely fashion