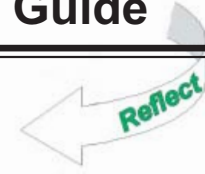


Entry Eight: Reflective Conversation Guide

Date: _____



For the Participating Teacher:

1. What does the Support Provider's observation reveal about your teaching strengths and/or possible areas for improvement within the Subject Matter Standard?

2. How do you know if your class has met the learning goal? What percent of your students attained the goal?

3. Based on the lesson observation notes in Entry 8, what is your next step? (Do the SP observations, student work, and your reflections tell you to reteach, proceed, provide additional instruction to a smaller group, etc.?)

Class as a whole:

Profiled students:

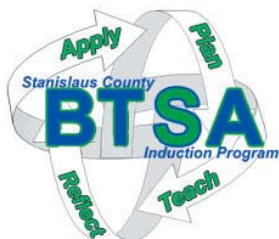
4. Comments from the Support Provider:

5. Possible IIP goals that stem from this Entry?

Follow up by SP Date: _____

Next Observation by SP Date: _____ Time: _____

Participating Teacher's requested focus for next observation: _____



ENTRY EIGHT: Continuum of Practice (COP)

Participating Teacher's Name: _____

School: _____ District: _____

Support Provider's Name: _____

ENTRY EIGHT

Continuum of Practice: Understanding & Organizing Subject Matter for Student Learning

Continuum of Practice: The Participating Teacher and Support Provider look at, discuss, and mark appropriate levels of performance on the Continuum of Practice for this standard. Identify a cell that best describes your current practice for each key element. Add notes or comments from your discussion. Be sure to include this form in the binder's Entry Eight. Remember, the decisions made apply to **this entry only** and reflect the evidence collected on these forms.

KEY ELEMENTS: SUBJECT MATTER

- **Demonstrating knowledge of subject matter content and student development.**
- **Organizing curriculum to support student understanding of subject matter.**
- **Interrelating ideas and information within and across subject matter areas.**
- **Developing student understanding through instructional strategies that are appropriate to the subject matter.**
- **Using materials, resources, and technologies to make subject matter accessible to students.**

Understanding & Organizing Subject Matter for Student Learning

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>3.1 Demonstrating knowledge of subject matter content and student development.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Makes no attempt to keep subject matter knowledge current and sufficient to support student learning Rarely ensures that knowledge of the subject matter incorporates different perspectives Lacks understanding of students' social, emotional and physical development as it relates to subject matter 	<ul style="list-style-type: none"> Some effort to keep subject matter knowledge current and sufficient to support student learning Inconsistently ensures that knowledge of the subject matter incorporates different perspectives Has limited understanding of students' social, emotional and physical development as it relates to subject matter 	<ul style="list-style-type: none"> Continues to keep subject matter knowledge current and sufficient to support student learning Ensures that knowledge of the subject matter incorporates different perspectives Understands students' social, emotional and physical development as it relates to subject matter 	<ul style="list-style-type: none"> Has a thorough understanding of the subject matter, continues to keep subject matter knowledge correct, accurate, and sufficient to support ALL student learning and provides appropriate enrichment activities Ensures all knowledge of the subject matter, incorporates varied intellectual, social, and cultural development as it relates to subject matter
<p>3.2 Organizing curriculum to support student understanding of subject matter.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not demonstrate knowledge of student development and subject matter to organize and sequence the curriculum Organizes subject matter ineffectively to value diverse perspectives Does not incorporate subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter 	<ul style="list-style-type: none"> Demonstrates some evidence of knowledge of student development and subject matter to organize and sequence the curriculum Inconsistently organizes subject matter effectively to value diverse perspectives Rarely incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter 	<ul style="list-style-type: none"> Uses knowledge of student development and subject matter to organize and sequence the curriculum Organizes subject matter effectively to value diverse perspectives Incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter 	<ul style="list-style-type: none"> Uses in-depth knowledge of all students' ability and development and subject matter to organize and sequence the curriculum Consistently organizes all subject matter effectively to value diverse intellectual, social, and cultural perspectives Incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing all subject matter
<p>3.3 Interrelating ideas and information within and across subject matter areas.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Helps few students to relate subject matter concepts to previous learning and their own lives Helps few students to see the relationships and connections across subject matter areas and to solve problems Rarely implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas 	<ul style="list-style-type: none"> Helps some students to relate subject matter concepts to previous learning and their own lives Helps some students to see the relationships and connections across subject matter areas and to solve problems Inconsistently implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas 	<ul style="list-style-type: none"> Helps all students to relate subject matter concepts to previous learning and their own lives Helps all students to see the relationships and connections across subject matter areas and to solve problems Implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas 	<ul style="list-style-type: none"> Helps all students to relate subject matter concepts to previous learning, their own lives, local communities, and events in the world at large Consistently helps all students to see the relationship and connections across all subject matter areas and to solve problems Develops and implements units and lessons that highlight themes, concepts, and skills within and across all subject matter areas

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>3.4 Developing student understanding through instructional strategies that are appropriate to subject matter.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Rarely uses knowledge of subject matter to help students construct their own knowledge Does not support students to think critically in each subject area Does not build on student life experiences, prior knowledge, and interests to make the content relevant and meaningful to them Does not use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas 	<ul style="list-style-type: none"> Inconsistently uses knowledge of subject matter to help students construct their own knowledge Encourages some students to think critically in each subject area Inconsistently builds on student life experiences, prior knowledge, and interests to make the content relevant and meaningful to them Uses a limited variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas 	<ul style="list-style-type: none"> Uses knowledge of subject matter to help students construct their own knowledge Challenges all students to think critically in each subject area Builds on student life experiences, prior knowledge, and interests to make the content relevant and meaningful to them Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas 	<ul style="list-style-type: none"> Uses thorough knowledge of subject matter to help all students construct their own knowledge independently and collaboratively Expects all students to think critically and problem solve in each subject area Builds on all students' life experiences, prior knowledge, and interests to make the content relevant and meaningful to them Creates and uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across all subject areas
<p>3.5 Using materials, resources, and technologies to make subject matter accessible to students.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not use instructional materials and resources that include technologies that promote students' understanding of subject matter and reflect diversity of the classroom 	<ul style="list-style-type: none"> Infrequently selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom 	<ul style="list-style-type: none"> Selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom 	<ul style="list-style-type: none"> Creates and uses instructional materials and resources including technologies that promote all students; understanding of subject matter and reflect the diversity of the classroom