# ELEMENT VC (NEW): Group Support in a CBE Classroom

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*What do I typically do to provide support to specific groups and individuals within specific groups?*

Design Area V: The teacher systematically groups and regroups students to optimize their progress on specific measurement topics.

## Teacher Evidence

*Behaviors*

- o I systematically design and implement centers that focus on specific content from proficiency scales.
- o I systematically determine which topics within a center could benefit from direct instruction or brief whole class instruction.

*Understandings*

- o I thoroughly understand the nature of group support.
- o I thoroughly understand the various ways I can provide support for groups in my classroom.

## Student Evidence

*Behaviors*

- o Students commonly are aware of the purpose of the center activities.
- o Students commonly experience success in the center activities.

*Understandings*

- o Students can describe the purposes of specific center activities relative to specific proficiency scales.
- o Students can describe what they understand and don't understand about specific center activities.

# Self-Rating Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

| Step | Score | Descriptor | Directions |
|------|-------|------------|------------|
| C | 4<br>Innovating | I identify students who are not experiencing the desired effects of group support and make adaptations to meet their specific needs. | If yes, score 4<br>If no, score 3 |
| B | 3<br>Applying | The majority of my students exhibit the necessary behaviors and understanding about group support. | If yes, go to step C<br>If no, score 2 |
| A | 2<br>Developing | I systematically engage in critical strategies for group support and am well versed in how and why they work. | If yes, go to step B<br>If no, go to step D |
| D | 1<br>Beginning | I use some of the strategies for group support but am not sure I'm using them correctly. | If yes, score 1<br>If no, score 0 |
|  | 0<br>Not Using | I do not use any of the strategies for group support. |  |

# Self-Reflection Scale

| | 4<br>Innovating | 3<br>Applying | 2<br>Developing | 1<br>Beginning | 0<br>Not Using |
|---|---|---|---|---|---|
| **Group Support** | I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs. | I engage in behaviors that provide support for center activities AND the majority of students exhibit the desired effects. | I engage in behaviors that support center activities without significant errors or omissions. | I engage in behaviors that provide support for center activities but with errors or omissions such as not establishing clear protocols for such transitions. | I do not engage in behaviors that provide support for center activities. |