



Element Vb (New): Group Transitions in a CBE Classroom

Element Vb (New): Teacher Evidence Chart

<p><i>Design Area V: The teacher systematically groups and regroups students to optimize their progress on specific measurement topics.</i></p>	
<p><i>Reflection Question: What do I typically do to move students in and out of groups in a manner that supports their individual needs?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> • <i>Monitor specific groups to determine if they should continue or be changed</i> • <i>Monitor specific students to determine if they should stay in a group or move on to another</i> • <i>Identify what specific students need to smoothly transition to a new group or level</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> • <i>The nature of moving students in and out of groups</i> • <i>The various strategies I can use to move students in and out of groups</i> 	<p><i>Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects</i></p> <p><i>My students commonly:</i></p> <ul style="list-style-type: none"> • <i>Make transitions to new groups or levels and understanding what is expected of them</i> • <i>Are aware of why they are moving to a new group or level</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> • <i>Can explain what will be expected of them</i> <i>in their new group or level</i> • <i>Can explain why they are moving to a new group or level</i>

Element Vb (New): Decision Making Protocol

<i>Group Transitions in a CBE Classroom</i>		
	<i>If YES- Score Yourself 4.0</i>	<i>If NO- Score Yourself 3.0</i>
<i>Innovating (Score 4.0) STEP C</i>	<i>I identify students who are not experiencing the desired effects of group transitions and make adaptations to meet their specific needs</i>	
	<i>If YES- Go to Step C</i>	<i>If NO- Score Yourself 2.0</i>
<i>Applying (Score 3.0) STEP B</i>	<i>The majority of my students exhibit the necessary behaviors and understanding about group transitions</i>	
	<i>If YES- Go to Step B</i>	
<i>Developing (Score 2.0) STEP A</i>	<i>I systematically engage in critical strategies for group transitions and am well versed in how and why they work</i>	
	<i>If NO- Go to Step D</i>	
<i>Beginning (Score 1.0) STEP D</i>	<i>I use some of the strategies for group transitions but am not sure I'm using them correctly</i>	
	<i>If YES- Score Yourself 1.0</i>	<i>If NO- Score Yourself 0.0</i>
<i>Not Using (Score 0.0)</i>	<i>I do not use any of the strategies for group transitions</i>	

Element Vb (New): Self-Reflection Scale

	4 <i>Innovating</i>	3 <i>Applying</i>	2 <i>Developing</i>	1 <i>Beginning</i>	0 <i>Not Using</i>
<i>Group Transitions</i>	<i>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>	<i>The teacher engages students in activities that provide smooth transitions to new groups or levels AND the majority of students exhibit the desired effects</i>	<i>I engage students in activities that provide smooth transitions to new groups or levels without errors or omissions.</i>	<i>I engage students in activities that provide smooth transitions to new groups or new levels but with significant errors or omissions such as not establishing clear protocols for such transitions.</i>	<i>I do not engage in activities that provide smooth transitions to new groups or new levels.</i>