



Guide for Developing and Documenting Key Capacities Through Study Groups

Key Capacities that must be documented for the NC Quest grant:

Teacher as Member of a Collaborative Learning Team

Teacher as Reflective Decision Maker

Teacher as Assessor

I. Teacher as Member of a Collaborative Learning Team

How will you engage teachers in this professional growth model?

- Creation of setting and structure to ensure collaboration and inquiry
- Identification of roles and responsibilities
- Presentation of new information and activities

How will you know that professional growth has occurred for you?

- Assume facilitative roles and responsibilities in collaborative discussion and inquiry
- Use increased knowledge of the principles of leadership
- Develop skills necessary to facilitate change efforts of colleagues and school
- Demonstrate application of learned leadership skills/key capacities in the implementation of this professional growth model

II. Teacher as Reflective Decision Maker

What are the area(s) of focus?

- What is the mathematics/science content stated as learning targets?
- What instructional strategies will you use to teach the learning targets?
- Where does the lesson fit within the unit of study? (Introductory? Imbedded?)

What is your plan of action?

- What are the processes that the students will use as related to the learning targets?
- How does this lesson connect with previous and future lessons?
- How does this lesson require students to use and develop problem-solving skills and strategies?
- How does this lesson represent the mathematical/scientific idea in a new way?
- What tools will students use to communicate their understanding?
- How will this lesson equip students to make generalizations about important mathematical/scientific ideas?

III. Teacher as Assessor

What are the evidences that you have achieved your goals?

- Use of learning targets for instructional planning
- Use of technology as a learning tool
- Use of on-going assessment for instructional decision making
- Use of reflection to inform decision making
- Use of collaboration to inform practice
- Use and collection of student work samples
- Use of inquiry to generate research

How will you measure the effectiveness of the Study Group in achieving the goals?

- Reflective Journal
- Reflective Guide for Study Groups
- Participation in collaborative sessions, discussions, and inquiry
- Notes from study group/chat room dialogues
- Documentation of sessions facilitating growth in Key Capacities
- Collaborative Team Portfolio

What changes have taken place over time as a result of the Study Group?

- Within the school

- Within /among your colleagues
- In the development of key capacities
- In the increased use of learning targets for instructional planning
- In the increased use of reflection for decision making
- In the alignment of curriculum, instruction, and assessment

What assessments will you use to provide the evidences of learning?

- Student work samples
- Alignment of learning targets and instructional design
- Understanding of connections among strands of mathematics/science curriculum
- Incorporation of various aspects of number sense in instruction
- Understanding of, commitment to, and practice of collaboration and leadership
- Use of multiple representation for teaching mathematics/science concepts