

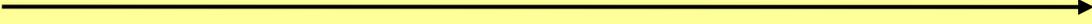
CCT Performance Profile 3/21/14

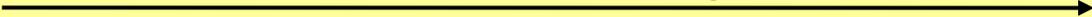
Module One: Classroom Environment, Student Engagement and Commitment to Learning

Explore the module with your mentor using the CCT Performance Profile. Read the italicized, bold print stem along with the indicators located on the left side of the profile, then read the descriptors of performance for each indicator.

1. Identify one indicator that you see as especially relevant to your classroom practice,
2. Place yourself on the continuum of the selected indicator based on your current classroom practice.
3. Record specific examples/evidence about your current practice and its effect on your students' learning/performance in the "Notes" section below your selected indicator.

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

CCT Indicators	Continuum of Effective Teaching 			
1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	<ul style="list-style-type: none"> ○ Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. ○ Little indication that the teacher considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. ○ Does not consistently address students in a respectful manner. 	<ul style="list-style-type: none"> ○ Reduces academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences. ○ Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. ○ Treats all students with respect. 	<ul style="list-style-type: none"> ○ Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. ○ Selects content and designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. ○ Creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests and skill levels. 	<ul style="list-style-type: none"> ○ Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. ○ Selects content and designs learning opportunities which capitalize on students' diverse backgrounds and interests to enrich the learning community. ○ Creates a classroom environment which supports students in becoming role models for treating others with respect.
Conversation Notes:				
2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry	<ul style="list-style-type: none"> ○ Teacher directs most tasks and students have few opportunities to develop independence. ○ Some students are consistently not engaged in the learning activities and the teacher makes few attempts to re-engage students. 	<ul style="list-style-type: none"> ○ Students are asked to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks. ○ Teacher attempts to re-engage students who are off-task. 	<ul style="list-style-type: none"> ○ Students are provided some strategies and opportunities to set and monitor their own learning or behavior goals. ○ Teacher uses a variety of strategies and supports to consistently engage or re-engage students in learning activities. 	<ul style="list-style-type: none"> ○ Students are involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries. ○ Students monitor or evaluate their own learning process and progress. ○ Students support one another's engagement in the learning process.
Conversation Notes:				

CCT Indicators	Continuum of Effective Teaching 				
3. Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	<ul style="list-style-type: none"> ○ Provides limited modeling or explicit teaching to facilitate the acquisition of social skills. 	<ul style="list-style-type: none"> ○ Teacher interactions with students and other adults model socially competent behavior. ○ Articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. ○ Implements a limited range of strategies or interventions in response to student needs. 	<ul style="list-style-type: none"> ○ Provides direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior. ○ Structures opportunities (planned and “teachable moments”) for students to discuss, learn, practice and reinforce appropriate social skills. ○ Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances. 	<ul style="list-style-type: none"> ○ Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher-student and student-student interactions. ○ Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior. 	
Conversation Notes:					
4. Fostering appropriate standards of behavior that support a productive learning environment for all students	<ul style="list-style-type: none"> ○ Limited or inconsistent communication of rules and expectations for behavior. ○ Student behavior interferes with instruction or others' opportunity to learn. ○ Student behavior interferes with the emotional or physical safety of others. ○ Consequences may be inappropriate and/or inconsistently applied. 	<ul style="list-style-type: none"> ○ Clearly communicates rules and expectations for behavior to students. ○ Promotes and reinforces positive behavior consistent with established expectations. ○ Consequences are appropriate and applied in a timely fashion. 	<ul style="list-style-type: none"> ○ Considers students' input to create and monitor rules and consequences across varied learning environments. ○ Facilitates students' perseverance in demonstrating behavior consistent with established expectations. ○ Redirects student behavior when necessary and consistently enforces appropriate consequences. 	<ul style="list-style-type: none"> ○ Student behavior is consistent with established rules/norms. ○ Students promote behavior that supports a productive learning environment. 	
Conversation Notes:					
5. Maximizing the amount of time spent on learning by effectively managing routines and transitions	<ul style="list-style-type: none"> ○ Instructional time is lost due to the lack of established routines. ○ Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions. ○ All necessary instructional materials are not readily available. 	<ul style="list-style-type: none"> ○ Routines have been established but may not be efficient. ○ Instructional arrangements are planned but some instructional time is lost because the teacher continually redirects students through transitions. ○ Materials are available but there are no established procedures for their access or use. 	<ul style="list-style-type: none"> ○ Manages established routines and transitions to increase learning time but some students may require some assistance from the teacher. ○ Materials are organized and available and students know how to access them with minimal direction from the teacher. 	<ul style="list-style-type: none"> ○ Manages established routines and transitions to maximize student learning time and promote student independence. 	
Conversation Notes:					