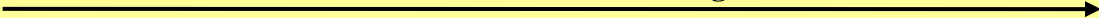
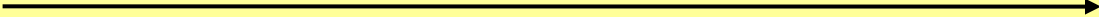


CCT Performance Profile 9/09/2010

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

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:					
3. Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a	<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 	<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 	<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. 	

CCT Indicators	Continuum of Effective Teaching 			
continuum of proactive strategies that may be individualized to student needs		help students develop socially competent behavior. <ul style="list-style-type: none"> ○ Implements a limited range of strategies or interventions in response to student needs. 	students to discuss, learn, practice and reinforce appropriate social skills. <ul style="list-style-type: none"> ○ Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances. 	<ul style="list-style-type: none"> ○ 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:				