CCT Performance Profile 3/21/14

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

Sample One – Grade 4, Reading

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. Electronically select the indicator you will focus on for your module.
2. Choose the descriptor(s) from the continuum that most accurately describes your current practice.
3. For your selected indicator record "Notes" of what you and your students are currently doing.

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

NOTE: **BOLD** print indicates place on continuum at start of module. *Italicized* print indicates growth at the end of the module process.

CCT Indicators	**Continuum of Effective Teaching** →			
1. Creating a class climate that is responsive to and respectful of the needs of students with diverse backgrounds, interests and performance levels	○ 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	○ 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.	○ 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.	○ 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:

- School-wide goal to treat others with respect.
- Talked to students about their interests (in school and at home) & sent home family survey for parents to complete.
- I don't have a lot of cultural diversity in my class this year.

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CCT Indicators	**Continuum of Effective Teaching** →			
2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry	○ Teacher directs most tasks and students have few opportunities to develop independence. ○ Certain students are consistently not engaged in the learning activities and there is little indication that the teacher attempts to re-engage students.	○ 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.	○ Students are provided some strategies and opportunities to set and monitor their own learning or behavior goals. ○ Uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.	○ Students are involved in classroom decision making, encouraged to set personal goals, seek answers for their own questions and engage in inquiry. ○ Students monitor or evaluate their own learning process and progress. ○ Students support one another's engagement in the learning process.
Conversation Notes: • Gabrielle and Andy are always off-task. • After I read to students and ask questions, only a few students volunteer to answer. • When I introduced story elements, I made a poster (octopus with legs for each element), then I read a story to my students. When I asked students to fill in the story elements on a worksheet, they were off-task and said they didn't know what to do. • When I work with one guided reading group, I have to continually remind the other groups to finish their work. This interrupts instruction and the students have less time for learning.				
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	○ Provides limited modeling or explicit teaching to facilitate the acquisition of social skills..	○ 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.	○ Provides direct instruction and support of student mastery of appropriate social skills, ethical and responsible behavior. ○ Structures opportunities (planned and "teachable moments") for students to learn, practice and reinforce appropriate social skills. ○ Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.	○ 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: • District has adopted a new character education program. Professional development at next teacher in-service day. I hope to learn new strategies and more about this.				

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4. Fostering appropriate standards of behavior that support a productive learning environment for all students	○ Limited indication of consistent, appropriate rules, rewards or consequences for behavior. ○ **Student behaviors interfere 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	○ **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.	○ *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.	○ Student behavior is consistent with established rules/norms. ○ Students promote behavior that supports a productive learning environment.

Conversation Notes:

- Gabrielle and Andy interrupt others during reading groups, play with pencils and other things, and talk to students next to them.
- I created a poster with classroom rules, but it is not consistently reinforced or used by the students.
- Most students respond to group reward system (marble in jar), but Andy and Gabrielle's group has difficulty as well as one other group.

Final Notes:

- Andy has had more appropriate behavior in new reading group (away from Gabrielle), able to be more engaged in reading activities.
- Gabrielle responds more positively when reminded by teacher or classmate about her behavior, but still needs frequent reminders.
- Classroom meetings help students to understand behavioral expectations and consequences for both individual students and classroom environment. During week of November 8th, students earned ten minutes of extra recess for no behavioral reminders during reading group.
- Students use phrases from Rights and Responsibilities poster to remind classmates to be more considerate when others are talking and working. (I actually had one day with NO interruptions during reading groups!)

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5. Maximizing the amount of time spent on learning by effectively managing routines and transitions	○ 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.	○ 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.	○ 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.	○ Manages established routines and transitions to maximize student learning time and promote student independence.

Conversation Notes:

- Textbooks, journals and worksheets are ready and available. I feel like I take too much time with math manipulatives. Some students have pencils, markers, etc. ready for use, but some students seem to borrow from others which is disruptive.
- Most students do well with transitions within the classroom and going to specials, lunch, etc., however, the same students need reminders every day.
- I've already rearranged table groups based on student interactions. Students understand I will continue to change groups throughout the year.