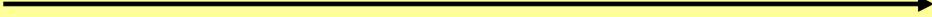


CCT Performance Profile 9-6-2010
Module Two: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CCT Indicators	Continuum of Effective Teaching 			
<p>1. Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their <u>learning needs</u>.</p> <p style="background-color: #e0f0ff;">Data Teams</p> <p style="background-color: #e0ffe0;">Assessment</p> <p style="background-color: #ffe0ff;">Differentiated Instruction</p>	<ul style="list-style-type: none"> ○ Uses general understanding of the content, not data about the students' learning needs, to plan instruction. ○ Instructional plans are generally not differentiated and/or not at an appropriate level of challenge. 	<ul style="list-style-type: none"> ○ Uses general understanding of students' prior content knowledge and skills to plan instruction. ○ Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> ○ Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. ○ Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> ○ Analyzes student performance data to determine individual learning needs and plan instruction. ○ Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning.
Conversation Notes:				
<p>2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.</p>	<ul style="list-style-type: none"> ○ Develops discrete lessons and activities related to specific skills in the curriculum. 	<ul style="list-style-type: none"> ○ Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests. 	<ul style="list-style-type: none"> ○ Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: <ul style="list-style-type: none"> - using strategic questions for discourse or inquiry based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections. 	<ul style="list-style-type: none"> ○ Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: <ul style="list-style-type: none"> - using strategic questions for discourse or inquiry-based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections.
Conversation Notes:				

CCT Indicators	Continuum of Effective Teaching 			
<p>3. Selecting appropriate assessment strategies to monitor ongoing student progress.</p> <p>Assessment</p>	<ul style="list-style-type: none"> Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals. 	<ul style="list-style-type: none"> Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. Plans to provide students with information about their current progress, including general strengths and areas of need. Plans include sharing assessment criteria with students. 	<ul style="list-style-type: none"> Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning. Plans strategies to engage students in using assessment criteria to assess their own work. 	<ul style="list-style-type: none"> Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.
Conversation Notes:				
<p>4. Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.</p> <p>Data Teams Differentiated Instruction</p>	<ul style="list-style-type: none"> Identifies academic or behavioral concerns without a defined plan of intervention. 	<ul style="list-style-type: none"> Prepares to address targeted academic or behavioral concerns. Plans to document anticipated responses to strategy/use of materials. 	<ul style="list-style-type: none"> Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses data with colleagues to inform planning for interventions. 	<ul style="list-style-type: none"> Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.
Conversation Notes:				
<p>5. Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills (across the curriculum).</p> <p>L – Literacy N-Numeracy</p>	<ul style="list-style-type: none"> Limited planning for teaching content area literacy or numeracy skills. 	<ul style="list-style-type: none"> (L) Plans to include use of strategies and materials that focus on either: <ul style="list-style-type: none"> - literal comprehension of content, or - process and structure of writing/communicating ideas. (N) Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area. 	<ul style="list-style-type: none"> (L) Plans to include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text. (N) Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. 	<ul style="list-style-type: none"> (L) Plans to include use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content-related text. (N) Plans to include use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. (L &N) Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.
Conversation Notes:				