

Characteristics of Highly Effective Teaching and Learning Connections between CTE & Common Characteristics of Learning Climate

Section One: Learning Climate

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Teacher Characteristics:

A- Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. The teacher:

1) creates learning environments where students are active participants in creating, questioning, sharing, discussing, reasoning, analyzing and making practical application of the content in specific CTE program areas.

B- Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. The teacher:

1) creates and nurtures an environment that promotes empathy, compassion, understanding, and mutual respect that motivates students to achieve at high levels.

C- Teacher cultivates cross cultural understandings and the value of diversity.

D- Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. The teacher:

1) encourages students to accept responsibility for their own learning, respects the right of each student to ask questions and to request resources to more fully understand, enhance, or add clarity to the learning.

E- Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. The teacher:

1) demonstrates effective and efficient classroom/laboratory management (e.g., facilitation cooperative groups, using equipment, implementing safety standards and adhering to legal and ethical practices).

F- Teacher provides students equitable access to technology, space, tools and time.

G- Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. The teacher:

1) effectively allocates time for students to engage in authentic learning experiences: discuss and process the content, participate in global communities, and make meaningful connections.

H- Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.

I- Teacher creates an environment where student work is valued, appreciated and used as a learning tool.

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Student Characteristics:

A- Student accepts responsibility for his/her own learning.

B- Student actively participates and is authentically engaged.

C- Student collaborates/teams with other students.

D- Student exhibits a sense of accomplishment and confidence.

E- Student takes educational risks in class. The student:

1) takes educational risks in class and other instructional settings (e.g., CTSO, WBL and service learning opportunities).

F- Student practices and engages in safe, responsible and ethical use of technology.

Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics:

A- Teacher uses multiple methods to systematically gather data about student understanding and ability.

B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The teacher:

1) collaborates with students and others (e.g., CTSO competitive event guidelines, WBL employer evaluations) to develop scoring guides or rubrics to make clear the expectations for quality performance.

C- Teacher revises instructional strategies based upon student achievement data.

D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The teacher:

1) uses a variety of technologies to assess prior knowledge of content and to address misconceptions.

E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.

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F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies.

G- Teacher provides regular and timely feedback to students and parents that moves learners forward.

H- Teacher allows students to use feedback to improve their work before a grade is assigned.

I- Teacher facilitates students in self- and peer-assessment. The teacher:

1) uses state standards in developing assessment methods (e.g., multiple choice and scenario writing) in preparation for the Kentucky Occupational Skills Standards Assessment.

J- Teacher reflects on instruction and makes adjustments as student learning occurs.

Student Characteristics:

A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work.

B- Student monitors progress toward reaching learning targets.

C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers.

D- Student uses teacher and peer feedback to improve his/her work.

E- Student reflects on work and makes adjustments as learning occurs.

Section Three: Instructional Rigor and Student Engagement

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Teacher Characteristics:

A - Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.

B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies. The teacher:

1) uses a variety of real world scenarios and technologies to effectively differentiate instruction to help students to reason and develop problem-solving strategies.

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C – Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.

D –Teacher provides meaningful learning opportunities for students. The teacher:

- 1) integrates a variety of learning resources with classroom and laboratory instruction to increase learning options.
- 2) integrates a variety of experiences within classroom instruction to engage all students (e.g., guest presenters, field experiences, career exploration, work based learning and CTSO).

E –Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.

F –Teacher integrates a variety of learning resources with classroom instruction to increase learning options. The teacher:

- 1) provides opportunities for and encourage students to develop 21st century skills (including global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, information, media, and information, communication and technology, life and career skills).

G –Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.

H –Teacher integrates the application of inquiry skills into learning experiences.

I –Teacher clarifies and shares with students learning intentions/targets and criteria for success.

Student Characteristics:

A –Student articulates and understands learning intentions/targets and criteria for success. The student:

- 1) collaborates with other students.
- 2) generates additional testable questions.
- 3) formulates and revises explanations and models.

B – Student reads with understanding a variety of texts. The student:

- 1) uses appropriate technology to enhance investigations/problem solving.

C –Student applies and refines inquiry skills.

- 1) accurately and effectively communicates results and responds appropriately to critical comments.

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Section Four: Instructional Relevance

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics:

A – Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. The teacher:

1) integrates appropriate CTSO co-curricular instructional strategies as part of the program.

B – Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.

C – Teacher incorporates student experiences, interests and real-life situations in instruction.

D – Teacher selects and utilizes a variety of technology that support student learning. The teacher:

1) designs lessons that allow students to participate in activities in which they understand that learning is a process which provides links to continuing education, life and career options.

E – Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. The teacher:

1) uses multiple examples and explanations to prepare students for 21st century careers.

F – Teacher works with other teachers to make connections between and among disciplines.

G – Teacher makes lesson connections to community, society, and current events. The teacher:

1) provides opportunities for student involvement in work based learning (e.g., internship, job shadowing, clinical experiences, and school-based enterprises) as it relates to the career pathway.

Student Characteristics:

A – Student poses and responds to meaningful questions.

B – Student uses appropriate tools and techniques to gather, analyze, and interpret quantitative and qualitative data.

C – Student develops descriptions, explanation, predictions, and models using evidence.

D – Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.

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E – Student communicates knowledge and understanding in a variety of real-world forms. The student:

- 1) develops leadership, teamwork and communication skills through appropriate CTSO activities.
- 2) gains real-life career experiences through work based learning (e.g., internship, job shadowing, clinical experiences, and school-based enterprises).

F – Student communicates knowledge and understanding for a variety of purposes. The student:

- 1) understands the importance of life-long learning in a global society.

Section Five: Knowledge of Content

Knowledge of Content: a teacher’s understanding and application of the current theories, principles, concepts and skills of a discipline.

Teacher Characteristics:

A-Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

B-Teacher maintains on-going knowledge and awareness of current content developments. The teacher:

- 1) keeps abreast of current developments in business & industry, advisory councils, professional journals, and other appropriate sources.
- 2) demonstrates proficiency in high level skills related to the program area to enhance student learning opportunities.

C-Teacher designs standards-based courses/lessons/units using KY POS, Academic Expectations, and CCA 4.1. The teacher:

- 1) uses the Kentucky Occupational Skills Standards as another resource to design standards-based courses.

D-Teacher demonstrates high quality teaching and learning content. The teacher:

- 1) demonstrates use of various technologies related to the specific CTE program.
- 2) understands the connections between CTE and academic content and integrates connections into instruction.

E-Teacher uses and promotes the understanding of appropriate content vocabulary. The teacher:

- 1) uses and promotes the understanding of appropriate industry/program-specific vocabulary.

F-Teacher provides essential supports for students who are learning English or have limited English proficiency.

G-Teacher accesses a rich repertoire of instructional practices/strategies and applies them appropriately. The teacher:

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1) provides support for all students in CTE (e.g., students with disabilities, Title 1, and gifted/talented students).

Student Characteristics:

A-Student uses and seeks to expand appropriate content vocabulary.

B-Student connects ideas across content areas.

C-Student uses ideas in realistic problem solving situations.