The Connecticut
Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014

A Rubric for the Observation of Teacher Performance and Practice to Help Identify the Foundational Skills and Competency Standards that will Prepare Connecticut Students to Succeed in College, Career and Life.

CSDE

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DEPARTMENT OF EDUCATION

Connecticut State Department of Education

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Introduction

The Connecticut Common Core of Teaching (CCT) — **Foundational Skills (1999),** revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that span a teacher's career, including preparation, induction and teacher evaluation and support. These teaching standards identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges to succeed in college, career and life. The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. These competencies have long been established as the standards expected of all Connecticut teachers.

Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators out-lined with the *CCT Rubric for Effective Teaching 2014* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching 2014* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching 201*4 is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching 2014* represents the criteria in which evaluators will be trained to describe the level of performance observed.

Calibration

To ensure consistent and fair evaluations across different observers, settings and teachers, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Teaching 2014* and ensure that the observers can accurately measure educator practice against the indicators within the classroom observation tool.

Introduction

Observation Process

The **CCT Rubric for Effective Teaching 2014** will be used by trained and proficient evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol is provided in the Connecticut Guidelines for Educator Evaluation or in the System for Educator Evaluation and Development (SEED) state model http://www.connecticutseed.org.

Evidence can be gathered from **formal in-class observations, informal class-room observations or non-classroom observations/ review of practice.** Although the Guidelines for Educator Evaluation do not specifically define these types of observations and districts may define them as part of their district evaluation and support plans, the state model SEED provides the following definitions:

Formal In-Class Observations: last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 10 minutes and are followed by written and/or verbal feedback.

Non-classroom Observations/Reviews of Practice: include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The following protocol may be used for conducting a formal in-class observation that requires a pre- and post-conference:

A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.

B. Observation: Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.

C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/ practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

D. Analysis: The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2014*.

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Teaching 2014,* the evaluator will tag evidence to the appropriate indicator within the domains and provide feedback to the teacher. While it is not a requirement for any single observation, evaluators may rate the indicators.

Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Teaching 2014

The Common Core of Teaching (CCT) Rubric for Effective Teaching 2014 is completely aligned with the CCT. The *CCT Rubric for Effective Teaching 2014* will be used to evaluate a teacher's performance and practice, which accounts for 40 percent of a teacher's annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and the state model, the System for Educator Evaluation and Development (SEED).

Because teaching is a complex, integrated activity, the domain indicators from the original CCT have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of a teacher's practice. For the purpose of the rubric, the domains have also been renumbered. **The four domains and 12 indicators** (three per domain) identify the essential aspects of a teacher's performance and practice:

CT Common Core of Teaching Standards		CCT Rubric for Effective Teaching 2014		Generally Observed
Domain 1	Content and Essential Skills which includes ***The Common Core State Standards***[1] and Connecticut Content Standards		*Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.*	
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	In-Class Observations
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	Non-classroom observations/ reviews of practice
Domain 4	Instruction for Active Learning	Domain 3	Instruction for Active Learning	In-Class Observations
Domain 5	Assessment for Learning		*Now integrated throughout the other domains*	
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Teacher Leadership	Non-classroom observations/ reviews of practice

1 **Underlined text** throughout the document reflects CT Core Standards.

CCT Rubric for Effective Teaching 2014 — At a Glance

Evidence Generally Collected Through **In-Class Observations**	Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**
▶ Domain 1: Classroom Environment, Student Engagement and Comitment to Learning	▶ Domain 2: Planning for Active Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions.	2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
▶ Domain 3: Instruction for Active Learning	▶ Domain 4: Professional Responsibilities and Teacher Leadership
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction.	4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers **promote student engagement, independence and interdependence** in learning and facilitate a positive learning community by:
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.[2]

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of **Proficient**, plus one or more of the following:
ATTRIBUTES	**Rapport and positive social interactions**	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; **OR** is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

2 **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

3 **Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers **promote student engagement, independence and interdependence** in learning and facilitate a positive learning community by:
INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. **OR** Teacher seamlessly responds to misbehavior without any loss of instructional time.
	Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

4 **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

5 **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers **promote student engagement, independence and interdependence** in learning and facilitate a positive learning community by: **INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.**[6]					
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Routines and transitions appropriate to needs of students**	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

6 ***Routines and transitions:*** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

Domain 2: Planning for Active Learning

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

INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Content of lesson plan[8] is aligned with standards**	Plans content that is misaligned with or does not address the <u>Common Core State Standards and/or other appropriate Connecticut content standards.[9]</u>	Plans content that partially addresses <u>Common Core State Standards and/or other appropriate Connecticut content standards</u>.	Plans content that directly addresses <u>Common Core State Standards and/or other appropriate Connecticut content standards</u>.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
	Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an <u>appropriate level of challenge</u>.	Aligns content of the lesson plan within the sequence of lessons; and supports an <u>appropriate level of challenge</u>.	Plans to <u>challenges students to extend their learning to make interdisciplinary connections</u>.
	Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
	Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students <u>to develop literacy skills or academic vocabulary in isolation</u>.	Plans instruction that <u>integrates literacy strategies and academic vocabulary</u>.	Designs opportunities to allow students to independently select <u>literacy strategies that support their learning for the task</u>.

Underlined text reflects CT Core Standards connections.

7 *Level of challenge:* The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. **Hess's Cognitive Rigor Matrix** — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

8 *Lesson plan:* a purposeful planned learning experience.

9 *Connecticut content standards:* Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

10 *Literacy strategies:* Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Domain 2: Planning for Active Learning

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
					All characteristics of **Proficient**, plus one or more of the following:
ATTRIBUTES	**Strategies, tasks and questions cognitively engage students**	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
	Instructional resources[13] and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Teachers plan instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:
INDICATOR 2b: Planning instruction to cognitively engage students in the content.

Underlined text reflects CT Core Standards connections.

11 *Discourse:* Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.

12 *Inquiry-based learning:* Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

13 *Instructional resources:* Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

14 *Flexible groupings:* Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:
INDICATOR 2c: Selecting appropriate assessment strategies[15] to monitor student progress.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
	Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

15 **Assessment strategies** are used to evaluate student learning during and after instruction.

    1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).

    2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met

Domain 3: Instruction for Active Learning

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of **Proficient**, plus one or more of the following:

*Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:*
INDICATOR 3a: Implementing instructional content[16] for learning.

ATTRIBUTES	Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly <u>communicates learning expectations to students and sets a specific purpose for instruction</u> and helps students to see how the learning is aligned with <u>Common Core State Standards and/or other appropriate Connecticut content standards</u>.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
	Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
	Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
	Literacy strategies[17]	Presents instruction with few opportunities for students to <u>develop literacy skills and/or academic vocabulary</u>.	Presents instruction with some opportunities for students to <u>develop literacy skills and/or academic vocabulary</u>.	Presents instruction that consistently <u>integrates multiple literacy strategies and explicit instruction in academic vocabulary</u>.	Provides opportunities for students to independently select <u>literacy strategies that support their learning</u>.

<u>**Underlined text**</u> reflects CT Core Standards connections.

16 ***Content:*** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

17 ***Literacy strategies:*** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

Domain 3: Instruction for Active Learning

		BELACK STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY

*Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:*
INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** All characteristics of **Proficient**, plus one or more of the following:
ATTRIBUTES	**Strategies, tasks and questions**	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information</u>.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low cognitive demand and/or recall of informa-tion</u> with some opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry</u>.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies</u>.	Includes opportunities for students to <u>work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information</u>.
	Instructional resources[18] and flexible groupings	Uses resources and/or group-ings that do not cognitively engage students or support new learning.	Uses resources and/or group-ings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, includ-ing application of <u>new learning to make interdisciplinary, real world, career or global connections</u>.	<u>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning</u>.
	Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop indepen-dence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop indepen-dence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop indepen-dence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

<u>**Underlined text**</u> reflects CT Core Standards connections.

18 ***Instructional resources:*** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Domain 3: Instruction for Active Learning

Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:
INDICATOR 3c: Assessing student learning, providing feedback to students and adjusting instruction.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of **Proficient**, plus one or more of the following:
	Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
	Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
	Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustments[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

19 **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

20 **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

		BELGOW STANDARD	DEVELOPING	PROFICIENT	**EXEMPLARY** All characteristics of **Proficient**, plus one or more of the following:
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:
INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.

ATTRIBUTES		**BELOW STANDARD**	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** All characteristics of **Proficient**, plus one or more of the following:
	Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
	Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

Domain 4: Professional Responsibilities and Teacher Leadership

	Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by: **INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.**				
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Collaboration with colleagues**	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
	Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
	Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Positive school climate**	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
	Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
	Culturally responsive communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community

21 **Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.