The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

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
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

September 2017

Contents

Development Committee

Connecticut State Department of Education

Dr. Dianna R. Wentzell
Commissioner

Ellen Cohn
Deputy Commissioner

Talent Office

Dr. Sarah Barzee
Chief Talent Officer

Shannon Marimón
Division Director

CCT Rubric for Effective Teaching Committee Members

Project Manager

Sharon Fuller
Education Consultant,
Bureau of Educator Effectiveness, CSDE

Facilitators

Dr. Sandy Greenberg
Professional Examination Service

Pat Muenzen
Professional Examination Service

Committee Members/Contributing Authors

Roxanne Augelli, Waterbury
Diane Ayer, Lebanon
Michelle Cirillo, Ellington
Teresa Debrito, Region 12
Vicki DeLeo, Bolton
Michael DiCicco, Mansfield
Sandra Dunnack, Chaplin
Kevin Egan, Waterbury
Patti Fusco, West Haven (AFT)
Kim Gallo, Region 12
Mike Galuzzo, CAS
Eileen Howley, LEARN
Kathleen Koljian, Windham (AFT)
Dave Levenduski, Meriden
Tom Lindenmuth, South Windsor (CEA)
Katherine Lopez, Meriden
Everett Lyons, CAS
Pat Michaels, CES/Western CT State University
Steven Murphy, Stonington
Carly Quiros, Ed Advance
Darren Schwartz, Waterbury
Linda Skoglund, New Britain (AFT)

CSDE Consultants/Contributing Authors

Joe DiGarbo
Academic Office, Assessment

William Howe
Academic Office, Culturally-Responsive Education and Multicultural Education

Rhonda Kempton
Special Education

Georgette Nemr
Talent Office

Claudine Primack
Talent Office

Scott Shuler
Academic Office, Music

Charlene Tate-Nichols
Academic Office, Math

Kim Wachtelhausen
Talent Office

Jennifer Webb
Academic Office, English Language Arts

Other Contributors

Patrick Flynn
ReVision Learning Partnership

Duffy Miller
Teaching Learning Solutions

Michele O'Neil
Connecticut Education Association (CEA)

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.

Validation Process

The *CCT Rubric for Effective Teaching 2014* has been in use in over 100 school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015-16 academic year. These activities included:

- Fairness Review – Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to teachers of all grade levels, content areas, and teaching assignments.
- Focus Panels – Educator who were assessed using the *CCT Rubric 2014* and administrators who conducted observations using the *CCT Rubric 2014* participated in on-line focus groups to provide feedback about the language and behavioral progressions of each attribute described in the rubric.
- Surveys – Teachers and administrators in districts using the *CCT Rubric 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013-14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CCT Rubric 2014*. The *CCT Rubric for Effective Teaching 2017* is the result of this validation process.

Evidence Guides

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2017* focus on the skills that can be directly observed either in the classroom or through reviews of practice. To provide more guidance as to how the rubric continuum might look in practice, the CSDE, in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers, and building leaders throughout the summer of 2014 to develop grade-level and content-specific samples of observable student and teacher/service provider behaviors that might be seen or heard during an observation. The *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors, observers and administrators. The *CT Evidence Guides* ARE NOT intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric.

The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides can offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to their respective content area and/or grade level.

Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching 2017* 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 2017* 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 2017* 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 2017* represents the criteria by which evaluators will be trained to describe the level of performance observed.

Introduction

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 2017* and ensure that the observers can accurately measure educator practice against the indicators within the classroom observation tool.

Observation Process

The ***CCT Rubric for Effective Teaching 2017*** 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 classroom 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 2017*.

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Teaching 2017,* 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 2017

The Common Core of Teaching (CCT) Rubric for Effective Teaching 2017 is completely aligned with the CCT professional standards. The **CCT Rubric for Effective Teaching 2017** 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, Connecticut's 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 Connecticut Core 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 Connecticut Core Standards.

CCT Rubric for Effective Teaching 2017 — 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 Commitment 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[2] of all students.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	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.	Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for student diversity[3]	Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	Recognizes 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 attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates a learning environment in which most students are willing to take risks[4] and respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	High expectations for student learning	Establishes expectations for student learning that are too high or too low.	Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Establishes and consistently reinforces appropriate expectations for learning for all students.	Creates an environment in which students 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 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.

4. **Take risks:** Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

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 appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
	Promoting social competence[5] and responsible behavior	Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies[6] and social skills and take responsibility for their actions.

5. *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).

6. *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.[7]**				
		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 manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

7. **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[8] for all students.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of **Proficient**, plus one or more of the following:
	Content of lesson plan[9] is aligned with standards	Plans content that is misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.[10]	Plans content that partially addresses Connecticut Core Standards and/or other appropriate content standards.	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an appropriate level of challenge.	Plans lessons that are logically sequenced and support an appropriate level of challenge.	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/ learning in other contexts.
	Use of data to determine students' prior knowledge and skills 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 and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	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.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies[11]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning.

Underlined text reflects Connecticut Core Standards connections.

8. *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.

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

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

11. *Literacy through the content areas:* 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:*
	*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.**				
ATTRIBUTES	**Strategies, tasks and questions cognitively engage students**	Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement[12] <u>through problem-solving, critical or creative thinking, discourse[13] or inquiry-based learning[14] and application to other situations</u>.	Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.	Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.	Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation</u>.
	Instructional resources[15] and flexible groupings[16] 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 <u>engage students cognitively and minimally support new learning</u>.	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	Selects or designs resources that support students' application of concepts and/or skills in other contexts.

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

12. ***Cognitive engagement:*** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations

13. ***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.

14. ***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.

15. ***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.

16. ***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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of **Proficient**, plus one or more of the following:*
ATTRIBUTES	**Criteria for student success**	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student 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/or reflect upon their own progress.

*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[17] to monitor student progress.

17. ***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

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[18] for learning.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Instructional purpose	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	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 an 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[19]	Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	Provides opportunities for students to independently select and apply literacy strategies.

Underlined text reflects Connecticut Core Standards connections.

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

19. **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

*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.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of **Proficient**, plus one or more of the following:
	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with limited opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.
	Instructional resources[20] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

Underlined text reflects Connecticut Core Standards connections.

20. ***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 and monitoring 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 student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback[21] 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.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment[22]	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.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

21. **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.

22. **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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
		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	**Teacher self-evaluation and 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 its 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	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
	Professional learning[23]	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

23. **Connecticut's Definition of Professional Learning:** High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

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

*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.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Collaboration with colleagues[24]	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*[25]	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers.*	Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

24. ***Colleague:*** A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

25. ***Connecticut Code of Professional Responsibility for Teachers:*** A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

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		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Positive school climate	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	Leads efforts 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/or makes some attempts to build relationships through additional communications.	Proactively communicates 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; seeks input from families and communities to support student growth and development.
	Culturally responsive[26] communications	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

26. **Culturally-responsive:** 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.