

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

**CCCT data collection focuses on the following categories (and elements underlying each):**

- II. Teachers apply knowledge by:
  - A. Planning
  - B. Instructing
  - C. Assessing and Adjusting
- III. Teachers Demonstrate Professional Responsibility through:
  - B. Reflection on Continuous Learning

The following chart represents an alignment between the Connecticut Common Core of Teaching (CCCT) competencies and the Student Teaching Rubric.

The committee developing the student teaching rubric in the Summer and Fall of 2003 determined that:

- not all competencies represented in the (CCCT) were developmentally appropriate for or applicable to assessing student teaching performance.
- competencies were revised to represent competencies that were developmentally appropriate to student teaching

The expertise contributing to the development of the student teaching rubric included:

- development committee members who are higher education faculty and student teaching supervisors,
- cooperating teachers, university supervisors and student teachers who piloted the student teaching rubric in the Fall of 2003.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title II Teacher Quality Enhancement Grant**

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

CCCT Competency	Student Teaching Rubric Competency
<b>I. Content: 4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by:</b>	
a. Becoming knowledgeable about the major principles and concepts of the subject to be taught and presenting appropriate lesson content.	<b>9. Building on student learning within the content or discipline of focus by:</b> <ul style="list-style-type: none"> <li>• Presenting the content accurately,</li> <li>• Developing important content specific knowledge, skills, conceptual understanding and</li> <li>• Meeting district, state and national content standards.</li> </ul>
d. knowing and utilizing national and state standards within their discipline.	<b>9. Building on student learning within the content or discipline of focus by:</b> <ul style="list-style-type: none"> <li>• Presenting the content accurately,</li> <li>• Developing important content specific knowledge, skills, conceptual understanding and</li> <li>• Meeting district, state and national content standards.</li> </ul>
<b>II. Planning: 1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.</b>	
a. Designs instruction and assessment to achieve long- and short-term learning goals that are specific and measurable.	<b>1. Designing learning tasks and assessment that:</b> <ul style="list-style-type: none"> <li>• Include specific and measurable student learning objectives</li> <li>• Promote application of skills and conceptual understanding</li> <li>• Build on students' prior learning, and</li> <li>• Are aligned with long-term curricular goals in local, state or national standards.</li> </ul>
b. Selecting appropriate materials including a wide range of technological resources to help students find information, interpret the quality of sources, and effectively synthesize and communicate information about the content of focus.	<b>2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.</b>
c. Sequencing learning tasks into coherent units of instruction derived from the curriculum and incorporating hands-on, real world experiences and community resources from which students can build an understanding of abstract concepts and knowledge.	<b>1. Designing learning tasks and assessment that:</b> <ul style="list-style-type: none"> <li>• Include specific and measurable student learning objectives</li> <li>• Promote application of skills and conceptual understanding</li> <li>• Build on students' prior learning, and</li> <li>• Are aligned with long-term curricular goals in local, state or national standards.</li> </ul> <b>2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.</b>
d. Anticipating common misperceptions, diverse levels of student interest and available resources and making adjustments as appropriate.	<b>3. Planning instruction that addresses a diversity of identified instructional needs and describes effective strategies for differentiated instruction.</b>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title II Teacher Quality Enhancement Grant**

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

<b>CCCT Competency</b>	<b>Student Teaching Rubric Competency</b>
<b>II. Planning: 2. Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.</b>	
a. Designing tasks that meet curricular goals, build upon students’ prior learning, and advance the student toward important learning goals.	<b>1. Designing learning tasks and assessment that:</b> <ul style="list-style-type: none"> <li>• Include specific and measurable student learning objectives</li> <li>• Promote application of skills and conceptual understanding</li> <li>• Build on students’ prior learning, and</li> <li>• Are aligned with long-term curricular goals in local, state or national standards.</li> </ul>
b. Addressing various learning styles, incorporating multicultural content and fostering interdisciplinary connections.	<b>3. Planning instruction that addresses a diversity of identified instructional needs and describes effective strategies for differentiated instruction.</b>
c. Making purposeful choices about whether students should work individually or collectively.	<b>2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students’ learning.</b>
<b>II. Instructing: 3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.</b>	
a. Ensuring that standards of behavior are explicit and applying them consistently over time with fitting consequences.	<b>4. Communicating and reinforcing developmentally appropriate standards of behavior.</b>
b. Maximizing the amount of time spent in instruction by effectively managing routines and transitions.	<b>6. Managing routines and transitions effectively by organizing, allocating and managing resources of time, space, activities and material.</b>
c. Organizing, allocating and managing resources of time, space, activities and attention to ensure high levels of student engagement and participation.	<b>6. Managing routines and transitions effectively by organizing, allocating and managing resources of time, space, activities and material.</b>
d. Establishing high expectations for achievement, promoting shared responsibility for learning, and nurturing the development of ethical and responsible behavior in students.	<b>7. Promoting shared responsibility for learning by:</b> <ul style="list-style-type: none"> <li>• Communicating and reinforcing high expectations for learning and</li> <li>• Effectively varying teacher-centered and student-centered instruction to promote independence of learners.</li> </ul>
e. Demonstrating enthusiasm, self-confidence and caring about the well-being of students.	<b>7. Promoting shared responsibility for learning by:</b> <ul style="list-style-type: none"> <li>• Communicating and reinforcing high expectations for learning and</li> <li>• Effectively varying teacher-centered and student-centered instruction to promote independence of learners.</li> </ul>
f. Structuring student interactions and academic discussions in a non-threatening, safe learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners.	<b>5. Fostering a learning community by:</b> <ul style="list-style-type: none"> <li>• Establishing rapport and a non-threatening learning environment in which individual differences are respected and</li> <li>• Encouraging students to take risks in their approach to learning.</li> </ul>

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
**Title II Teacher Quality Enhancement Grant**

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

<b>CCCT Competency</b>	<b>Student Teaching Rubric Competency</b>
g. Using understandings of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.	<b>5. Fostering a learning community by:</b> <ul style="list-style-type: none"> <li>• Establishing rapport and a non-threatening learning environment in which individual differences are respected and</li> <li>• Encouraging students to take risks in their approach to learning.</li> </ul>
<b>II. Instructing: 4. Teachers create instructional opportunities to support students' academic, social and personal development.</b>	
a. Developing effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives.	<b>8. Implementing learning strategies and tasks to create learning experiences that:</b> <ul style="list-style-type: none"> <li>• Include effective initiation and closure,</li> <li>• Include effective lesson development with well organized, sequenced and paced learning activities,</li> <li>• Include purposeful use of materials, and</li> <li>• Help students make connections within and across learning segments, and lead students to learn related to learning objectives.</li> </ul> <b>10. Implementing learning tasks, activities and using materials that support a diversity of instructional needs through differentiated instruction, accommodations and/or modification of learning tasks and materials.</b>
b. Employing techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.	<b>10. Implementing learning tasks, activities and using materials that support a diversity of instructional needs through differentiated instruction, accommodations and/or modification of learning tasks and materials.</b>
c. Promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.	<b>8. Implementing learning strategies and tasks to create learning experiences that:</b> <ul style="list-style-type: none"> <li>• Include effective initiation and closure,</li> <li>• Include effective lesson development with well organized, sequenced and paced learning activities,</li> <li>• Include purposeful use of materials, and</li> <li>• Help students make connections within and across learning segments, and lead students to learn related to learning objectives.</li> </ul> <b>11. Facilitating tasks, assessments and classroom interactions that promote the development of critical thinking, problem-solving and deeper understanding of concepts</b> <ul style="list-style-type: none"> <li>• i.e., teacher knows when to... clarify an issue, model, lead, let students struggle with a difficulty, prompt, rephrase, and connect student responses with one another.</li> </ul>

**Title II Teacher Quality Enhancement Grant**

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

<b>CCCT Competency</b>	<b>Student Teaching Rubric Competency</b>
d. Integrating into all curriculums and programs opportunities for students to develop and demonstrate ethical and responsible student behavior.	<b>Competency not measured in ST.</b>
<b>II. Instructing: 5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry.</b>	
a. Communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.	<b>12. Communicating clearly, using precise language and acceptable oral and written expressions.</b>
b. Engaging students in purposeful discourse by using appropriate questioning strategies <ul style="list-style-type: none"> <li>- i.e., knowing when to provide information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.</li> </ul>	<b>11. Facilitating tasks, assessments and classroom interactions that promote the development of critical thinking, problem-solving and deeper understanding of concepts</b> <ul style="list-style-type: none"> <li>• i.e., teacher knows when to... clarify an issue, model, lead, let students struggle with a difficulty, prompt, rephrase, and connect student responses with one another.</li> </ul>
<b>II. Instructing: 6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.</b>	
a. Becoming familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts.	<b>8. Implementing learning strategies and tasks to create learning experiences that:</b> <ul style="list-style-type: none"> <li>• Include effective initiation and closure,</li> <li>• Include effective lesson development with well organized, sequenced and paced learning activities,</li> <li>• Include purposeful use of materials, and</li> <li>• Help students make connections within and across learning segments, and lead students to learn related to learning objectives.</li> </ul> <b>9. Building on student learning within the content or discipline of focus by:</b> <ul style="list-style-type: none"> <li>• Presenting the content accurately,</li> <li>• Developing important content specific knowledge, skills, conceptual understanding and</li> <li>• Meeting district, state and national content standards.</li> </ul>
b. Identifying strategies to create learning experiences that make subject matter meaningful for students, encourage students pursue their own inquiries and interests, and help students make connections between school and career.	<b>8. Implementing learning strategies and tasks to create learning experiences that:</b> <ul style="list-style-type: none"> <li>• Include effective initiation and closure,</li> <li>• Include effective lesson development with well organized, sequenced and paced learning activities,</li> <li>• Include purposeful use of materials, and</li> <li>• Help students make connections within and across learning segments, and lead students to learn related to learning objectives.</li> </ul> <b>9. Building on student learning within the content or discipline of focus by:</b> <ul style="list-style-type: none"> <li>• Presenting the content accurately,</li> </ul>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title II Teacher Quality Enhancement Grant**

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

CCCT Competency	Student Teaching Rubric Competency
	<ul style="list-style-type: none"> <li>• Developing important content specific knowledge, skills, conceptual understanding and</li> <li>• Meeting district, state and national content standards.</li> </ul>
<b>II. Assessing and Adjusting: 7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.</b>	
a. Monitoring student understanding of the lesson at appropriate points and adjusting teaching when necessary.	<b>13. Monitoring for:</b> <ul style="list-style-type: none"> <li>• Student understanding of the lesson</li> <li>• Engagement at appropriate points and</li> <li>• Adjusting teaching when necessary.</li> </ul>
b. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and modifying future plans and instructional approaches accordingly.	<b>16. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and adjusts future plans and instructional approaches accordingly.</b>
c. Sharing assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation	<b>7. Promoting shared responsibility for learning by:</b> <ul style="list-style-type: none"> <li>• Communicating and reinforcing high expectations for learning and</li> <li>• Effectively varying teacher-centered and student-centered instruction to promote independence of learners.</li> </ul>
d. Collecting data over time by analyzing student work and determining whether or not instructional strategies promote desired student learning outcomes.	<b>COMPETENCY NOT MEASURED IN ST.</b>
e. Using multiple sources of data (such as classroom observation, student work, teacher constructed assessment tasks, standardized test information, state examination student scores or released items, school records, etc.) to examine their students' progress in light of national, state and local performance standards.	<b>15. Collecting and analyzing multiple sources of student data ( e.g., classroom observations, student work, teacher made assessments, standardized test data, CMT/CAPT data, school records, etc.).</b>
<b>III. Professional and Ethical Practice: 1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.</b>	<b>17. Conducts oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).</b>  <b>18. Conducts oneself as a professional in regard to student teaching responsibilities, e.g., following school policies and procedures, reporting to school as scheduled, appropriate appearance, completing work assigned in timely manner and according to expectations, communicating with parents, etc.</b>
<b>IV. Professional and Ethical Practice: 2. Teachers share responsibility for student achievement and well-being.</b>	
a. Working collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning.	<b>19. Working collaboratively with colleagues to examine the effectiveness of instructional strategies (based on student learning) in order to identify areas for learning and set goals for own professional development.</b>
b. Involving families of students in the education of their children by keeping them informed about their students' learning and seeking input to support and meet	<b>COMPETENCY NOT MEASURED IN ST.</b>

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
**Title II Teacher Quality Enhancement Grant**

**Connecticut Common Core of Teaching (CCCT) and Student Teaching Rubric Alignment Chart**

<b>CCCT Competency</b>	<b>Student Teaching Rubric Competency</b>
children's needs; and	
c. Identifying appropriate agencies in the larger community, businesses and professional organizations that can provide resources for students, classrooms or schools.	<b>COMPETENCY NOT MEASURED IN ST.</b>
<b>III. Reflection and Continuous Learning: 3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.</b>	
a. Working with administrators and colleagues to explore student work and progress, to examine the effectiveness of instructional strategies, to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed.	<b>COMPETENCY NOT MEASURED IN ST.</b>
<b>III. Reflection and Continuous Learning: 4. Teachers seek out opportunities to grow professional through means such as:</b>	
a. Sharing practices with professional colleagues within the school or district; and	<b>COMPETENCY NOT MEASURED IN ST.</b>
b. Enriching their knowledge about content, learners, pedagogy, technology and the U.S. public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.	<b>19. Working collaboratively with colleagues to examine the effectiveness of instructional strategies (based on student learning) in order to identify areas for learning and set goals for own professional development.</b>
<b>III. Leadership and Collaboration: 5. Teachers serve as leaders in the school community through means such as:</b>	
a. Working with colleagues to create a positive, collaborative school culture;	<b>COMPETENCY NOT MEASURED IN ST.</b>
b. Working with colleagues and / or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning; and	<b>COMPETENCY NOT MEASURED IN ST.</b>
c. Working with colleagues in addressing other identified needs of the school and student body.	<b>COMPETENCY NOT MEASURED IN ST.</b>
<b>III. Leadership and Collaboration: 6. Teachers demonstrate a commitment to their students and a passion for improving their profession.</b>	
a. Bringing their enthusiasm about learning and about life into their daily work.	<b>20. Demonstrating dispositions critical to self and students:</b> <ul style="list-style-type: none"> <li>• enthusiasm about their own learning and about life in their daily work., and</li> <li>• commitment to developing the minds and characters of their students.</li> </ul>
b. Showing a commitment to developing the minds and characters of their students.	<b>20. Demonstrating dispositions critical to self and students:</b> <ul style="list-style-type: none"> <li>• enthusiasm about their own learning and about life in their daily work., and</li> <li>• commitment to developing the minds and characters of their students.</li> </ul>