

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Title II Teacher Quality Enhancement Grant**

**Preliminary Student Teaching Rubric Based on the Connecticut Common Core of Teaching (CCCT)**

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:

- A. Reflection on Continuous Learning
- B. **Professional and Ethical Practice**
- C. **Leadership and Collaboration**

CCCT Competency	1--Unacceptable	2	3	Source of Data (observation, portfolio, conferences, etc)
<b>Planning: Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.</b>				
1. Designing learning tasks and assessment that build on students' prior learning to achieve long-term curricular goals and short-term learning objectives that are specific and measurable, include assessment criteria, and are aligned with local, state or national curricular standards.	<ul style="list-style-type: none"> <li>• Learning objectives represent low expectations for students and isolated activities.</li> <li>• Goals are not clear or stated in student activities.</li> <li>• Learning tasks and activities are not suitable to students' academic needs, and do not follow a coherent progression.</li> <li>• Assessment content and method are not aligned to learning objectives, focused on task completion and contains no clear criteria.</li> <li>• No connection to local, state or national curricular standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives focused on students' ability to use and apply skills.</li> <li>• Goals are clear but include student activities.</li> <li>• Some learning tasks and activities are suitable to students' academic needs, with uneven progression.</li> <li>• Some assessment content and methods are aligned to learning objectives, with unclear criteria.</li> <li>• Articulates general connection to local, state or national curricular standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives focused on students' use and apply skills and build some conceptual understanding.</li> <li>• Goals are clear and focus on conceptual understanding.</li> <li>• Some learning tasks and activities are suitable to students' academic needs, with even, coherent progression.</li> <li>• Assessment content and methods are aligned to learning objectives, with clear, specific and measurable criteria.</li> <li>• Articulates specific connection to local, state or national curricular standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Class contextual information</li> <li>• Pre/Post conference</li> </ul>
2. Selecting appropriate materials including technological resources to help students find information, interpret the quality of sources, and effectively synthesize and communicate information about the content of focus.	<ul style="list-style-type: none"> <li>• Instructional materials and resources are unsuitable to the instructional objectives or do not support the content or the learning needs of the students.</li> <li>• Limited or no use of appropriate technological resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials and resources are partially suitable to the instructional objectives and generally support the content and most of the students' learning needs.</li> <li>• Uses some technological resources and attempts to support student learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials and resources are suitable to the instructional objectives and support the content and all students' learning needs.</li> <li>• Use of varied technological resources effectively supports instructional objectives and student learning needs.</li> </ul>	

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CCCT Competency	1--Unacceptable	2	3	Source of Data (observation, portfolio, conferences, etc)
<b>Planning: Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.</b>				
3. Planning instruction that addresses a diversity of learning needs such as various learning styles, multicultural content and interdisciplinary connections and real world experiences and focuses on meaningful content knowledge and skills.	<ul style="list-style-type: none"> <li>Instructional plan did not address diversity of student needs, learning styles and interests</li> <li>Learning tasks focused on isolated or rote skills at the recall level.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional plan addressed some diversity of student needs and interests</li> <li>Learning tasks focused on procedures and task completion with some use of real world experiences related to the content.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional plan addressed some diversity of student needs, learning styles and interests</li> <li>Learning tasks focused on conceptual learning with some use of real world, interdisciplinary or multicultural experiences content.</li> </ul>	
<b>Instructing: Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.</b>				
4. Communicating standards of behavior that are explicit and applying them consistently over time with fitting consequences.	<ul style="list-style-type: none"> <li>No standards of behavior appear to have been established or communicated explicitly, or students are confused as to what the standards are.</li> <li>Consequences are applied <i>inconsistently or ineffectively</i> or may be <i>inappropriate</i> for the age/grade of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behavior appear to have been established for most situations, and most students seem to understand them. Standards are communicated through verbal or written notice of the class rules with need of some reminders.</li> <li>Consequences are <i>generally</i> consistent and appropriate to the age/grade of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of behavior are communicated through verbal, written and other forms of reinforcement (class meetings, lessons, etc), are clear to students and appear to have been developed with student participation.</li> <li>Consequences are applied <i>consistently</i>, are appropriate to the age/grade of the students and affirmed by the students.</li> </ul>	
5. Managing routines and transitions effectively by organizing, allocating and managing resources of time, space, activities and materials to ensure high levels of student engagement and participation.	<ul style="list-style-type: none"> <li>Routines are not effectively taught or managed (including materials, time, space) as evidenced by student confusion about directions for routines and excessive time off task between instruction.</li> <li>Transitions are disorderly and/or are time consuming.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are established but students need detailed directions</li> <li>Materials, time and space are somewhat organized to facilitate easy transition to instruction, but require additional time off task.</li> <li>Transitions are at time disorderly or inefficient.</li> </ul>	<ul style="list-style-type: none"> <li>Routines are established and students carryout transition automatically (including materials, time, space) with out need for detailed directions and requires minimal time off task between instruction.</li> <li>Transitions are orderly and efficient.</li> </ul>	

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6. Communicating high expectations for achievement, promoting shared responsibility for learning through student centered learning tasks, sharing of assessment criteria that guide students to use these criteria for self-evaluation and promoting ethical and responsible behavior in students.	<ul style="list-style-type: none"> <li>Expectations for academic achievement are either not clear or have not been clearly communicated to students.</li> <li>Shared responsibility for learning is not promoted as learning tasks are teacher-centered.</li> <li>Teacher does not promote ethical and responsible behavior in students.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for academic achievement were communicated as task completion criteria with limited opportunities for self-evaluation.</li> <li>Some shared responsibility for learning is promoted as learning tasks are a mix of teacher- and student-centered.</li> <li>Teacher promotes ethical and responsible behavior in students in response to specific incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for academic achievement were communicated with specific criteria for task completion and self-evaluation.</li> <li>Shared responsibility for learning is promoted as learning tasks are student-centered.</li> <li>Teacher promotes ethical and responsible behavior in students in response to specific incidents.</li> </ul>	
7. Demonstrating effective rapport and caring about the well-being of students.	Teacher responses to and interactions with students are negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies or disregard for students' cultures. Students exhibit minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher.	
<b>Instructing: Teachers create instructional opportunities to support students' academic, social and personal development.</b>				
8. Structuring student interactions and academic discussions in a non-threatening, safe learning environment that supports a diversity of learning and performance styles, student interests, and encourages intellectual risk-taking among learners.	<ul style="list-style-type: none"> <li>Teacher-student interactions are predominantly lecture style with teacher mediating all questions and answers, inappropriate to the students' age, culture or learning styles.</li> <li>Instructional groups are inappropriate to the students or to the instructional objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to engage students in learning tasks and/or discussions, with uneven results and with occasional disregard for students' age, cultures and learning styles.</li> <li>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom interaction represents full student engagement in tasks and/or discussions with teacher stepping aside and allowing student independence and responsibility, appropriate for students' age, cultures and learning styles.</li> <li>Instructional groups are productive and fully appropriate to the students or to the instructional objectives.</li> </ul>	

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9. Implementing effective lessons by organizing and sequencing instructional activities and materials to promote achievement of lesson objectives.	Teacher implemented instructional activities and materials that were not sequenced effectively and which did not lead students to achieve the lesson objectives.	Teacher implemented instructional activities and materials, some of which were sequenced effectively, with partial achievement of lesson objectives.	Teacher implemented instructional activities and materials that were sequenced effectively with achievement of lesson objectives.	
10. Using strategies and facilitating learning tasks that demonstrate understandings of individual and group motivation.	Curriculum, lessons and activities are teacher-centered, and didactic, do not utilize problem solving and decision making.	Curriculum, lessons and activities are student-centered, inquiry-based, and sometimes utilize problem solving and decision making.	Curriculum, lessons and activities are frequently student-centered, inquiry-based, and utilize problem solving and decision making.	
11. Using effective strategies to create learning experiences that make subject matter meaningful for students, and help students make connections to content, including how to use multiple representations and explanations of discipline specific concepts or skills.	<ul style="list-style-type: none"> <li>Teacher used general strategies and activities that focused on memorization, mechanics or discrete skills and did not build students' content knowledge or skills.</li> <li>Representation and explanation of content is inappropriate, unclear or uses poor examples and analogies.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher used strategies and activities that focused on literal comprehension or following procedures to complete a task or activity with some opportunities for students to apply skills.</li> <li>Representation and explanation of content is inconsistent in quality, some skillful, others difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher used strategies and activities that provided students opportunities to build understanding in, apply content knowledge or skills (e.g., problem solving, interpreting text, communicating ideas).</li> <li>Representation and explanation of content is varied and makes meaningful connections to real-world and links well with students prior knowledge and interests.</li> </ul>	
<b>Instructing: Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry.</b>				
12. Communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.	<ul style="list-style-type: none"> <li>Teacher does not communicate clearly, concisely or audibly. Written language is illegible. Spoken or written language may contain many grammatical and/or syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's spoken and written language is clear and correct, audible and legible. Vocabulary is appropriate to students' age and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's spoken and written language is clear, correct, audible, legible and expressive with well-chosen vocabulary that enriches the lesson.</li> </ul>	

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<p>13. Engaging students in purposeful discourse (teacher/student and student/student) by using appropriate questioning strategies through learning tasks and assessments that promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts 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.</p>	<ul style="list-style-type: none"> <li>• Discourse is not evident as interaction between teacher and students is predominantly lecture style/univocal, with teacher mediating low level questions and answers (oral and written) through class discussions, learning tasks and assessments.</li> <li>• Teacher response does not dignify student response, assist students by prompting or rephrasing, transfer understanding from one level to the next, or connect student responses with one another or probe for clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse is evident classroom interaction between teacher and students is predominantly true dialogue, encouraging student-student interaction, with teacher stepping aside when appropriate, and with higher order questions and answers (verbal and written) that promote critical thinking, problem-solving, decision-making and conceptual understanding of content.</li> <li>• Teacher response dignifies student responses and different viewpoints, assists students by prompting or rephrasing, transferring understanding from one level to the next, connects student responses with one another, or probes for clarification.</li> <li>• Teacher successfully engages some students in discourse (oral or written).</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse is evident classroom interaction between teacher and students is predominantly true dialogue, encouraging student-student interaction, with teacher stepping aside when appropriate, and with higher order questions and answers (verbal and written) that promote critical thinking, problem-solving, decision-making and conceptual understanding of content.</li> <li>• Teacher response dignifies student responses and different viewpoints, assists students by prompting or rephrasing, transferring understanding from one level to the next, connects student responses with one another, or probes for clarification.</li> <li>• Teacher successfully engages all students in discourse (oral or written).</li> </ul>	

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<b>Assessing and Adjusting: Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.</b>				
14. Monitoring student understanding of the lesson at appropriate points and adjusting teaching when necessary.	<ul style="list-style-type: none"> <li>Teacher’s monitoring focused on students’ on-task behavior with little attention to students’ progress toward learning objectives</li> <li>Minimal or no adjustments made.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s monitoring focused on task completion and student engagement in learning activities</li> <li>Adjusted for time, space, availability of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s monitoring focused on students’ strengths and weaknesses related to the learning objective</li> <li>Made adjustments that addressed instructional strategies, activities, and materials for the class.</li> </ul>	
15. (NEW) Providing students performance feedback (oral or written) that focuses on content and assists students in improving their performance and ability to self-monitor.	<ul style="list-style-type: none"> <li>Feedback to students was limited to comments about task completion and/or were inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback to students was general and provided limited information about their learning strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback to students was a mix of general and specific comments about the content knowledge or skills and provided them with appropriate information about their strengths and weaknesses.</li> </ul>	
16. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and adjusted future plans and instructional approaches accordingly.	<ul style="list-style-type: none"> <li>Teacher analysis of students’ dispositions and on-task behavior with little attention to students’ progress toward learning objectives or goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s analysis of student learning focused mainly on task completion, with some reflection on adjustment of future plans and instructional approaches related to time and task completion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s analysis of student learning focused mainly student strengths and weaknesses in learning procedures and student application of skills, with some reflection on adjustment of future plans and instructional approaches to improve student learning.</li> </ul>	
17. Collecting over time multiple sources of student data (e.g., classroom observations, student work, teacher constructed assessments, standardized test data, CMT/CAPT data, school records, etc.) and analyzing student progress in order to determine whether instructional strategies promote desired student learning outcomes.	<ul style="list-style-type: none"> <li>Teacher uses limited student learning data (grades, behavior) to make short-term decisions and is unable to analyze or incorrectly analyzes student progress to determine if instructional strategies promote student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses data about student learning (grades, behavior, observational) to make short-term decisions and is able to analyze student progress but is unable to connect it to the effectiveness of instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a variety of data about student learning over time (grades, skill/application, observational, parent, teacher, CMT/CAPT) to make short-term decisions and project long-term and is able to analyze student progress but in order to connect it to the effectiveness of instructional strategies.</li> </ul>	

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<b>Reflection and Continuous Learning: Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.</b>				
18. 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.	<ul style="list-style-type: none"> <li>Teacher does not seek regular and ongoing dialogue from cooperating teacher in order to identify areas and set goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher promotes regular dialogue and conferencing with the cooperating teacher about instructional effectiveness, to identify areas and set goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher promotes regular dialogue and conferencing with the cooperating teacher, other faculty and staff about instructional effectiveness to identify areas and set goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.</li> </ul>	
<b>Professional and Ethical Practice: Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.</b>				
19. Conducting themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).	<ul style="list-style-type: none"> <li>Teacher violates one or more areas of the Code.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher acts professionally in accordance with the Code.</li> </ul>		
<b>Leadership and Collaboration: Teachers demonstrate a commitment to their students and a passion for improving their profession.</b>				
20. Student teachers demonstrate the disposition of enthusiasm about their own learning and about life into their daily work.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
21. Student teachers demonstrate a disposition of commitment to developing the minds and characters of their students.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

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<p>22. Communicating standards of behavior that are explicit and applying them consistently over time with fitting consequences.</p>	<ul style="list-style-type: none"> <li>Standards of behavior are not communicated explicitly or communicated inconsistently as evidenced by a <i>pattern of inappropriate</i> student behavior.</li> <li>Consequences are applied <i>inconsistently or ineffectively</i> or may be <i>inappropriate</i> for the age/grade of the students.</li> <li><i>Regular intervention</i> required by cooperating teacher.</li> </ul> <p><u>Evidence e.g.:</u> ST uses student isolation (time-out, sends student to office) frequently; ST tolerates inappropriate student behavior; ST Instruction is interrupted regularly by student behavior problems such as bullying, verbal abuse, holding distracting side conversations, calling out in a disruptive manner, moving about in a disruptive manner, not conforming to teacher's directions, misusing materials (pencil, paper, etc.)</p>	<ul style="list-style-type: none"> <li>Standards of behavior are communicated through verbal or written notice of the class rules with need of regular reminders as evidenced by a <i>general</i> pattern of student compliance.</li> <li>Consequences are <i>generally</i> consistent and appropriate to the age/grade of the students.</li> <li>Cooperating teacher <i>intervention not required</i>.</li> </ul> <p><u>Evidence e.g.:</u> ST uses targeted student isolation (time-out, sends student to office) to assist students in developing self-control. ST addresses inappropriate student behavior. ST instruction generally not interrupted by behavior problems.</p>	<ul style="list-style-type: none"> <li>Standards of behavior are communicated through verbal, written and other forms of reinforcement (class meetings, lessons, etc) as evidenced by <i>consistent</i> pattern of student compliance and/or student self-regulation of behavior.</li> <li>Consequences are applied <i>consistently</i>, are appropriate to the age/grade of the students and affirmed by the students.</li> <li>Cooperating teacher <i>intervention not required</i>.</li> </ul> <p><u>Evidence. e.g.:</u> ST uses different methods for communicating and teaching standards. ST addresses inappropriate student behavior appropriate using a variety of strategies. ST instruction not interrupted by behavior problems except in unique situations.</p>	
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