

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

This rubric was developed during 2003 by a team of educators from Connecticut teacher preparation institutions and PK-12 schools and is based on the Connecticut Common Core of Teaching (CCCT, adopted in 1999) and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996).

This rubric is specifically developed for the purpose of assessing student teaching performance (not experienced or beginning teacher performance). Each level of performance described (unacceptable, acceptable, and proficient) represents a range within which the student teacher’s performance may be assessed given the data collected about the competency.

This rubric should be used:

- For both formative and summative evaluations of performance.
- In conjunction with comprehensive data collection forms and processes and should be applied based on multiple sources of data (lesson observation, lesson plans, design and assessment of student work, personal and professional interactions with school based personnel, parents and students, etc.). Not all competencies will be observed in any one lesson; when used to assess a single lesson, if there is insufficient data to select a rubric descriptor, the competency should be considered “not evidenced” at that point in time. However, all competencies should be observed or have sufficient data to justify a summative evaluation decision by the end of the student teaching placement.
- In conjunction with the glossary of terms at the end of the rubric which defines particular terminology used within the rubric. Student teachers, cooperating teachers and supervisors should refer to the glossary to ensure accurate understanding of the rubric terms.

This rubric focuses on the following CCCT categories (and competencies underlying each). See glossary of terms on pages 8-10 for definitions of key terms used in this rubric.

II. Teachers apply knowledge by:

Planning:	Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
Instructing:	Teachers create a positive learning environment, use effective verbal, nonverbal and media communications techniques, and create and facilitate instructional opportunities to support students’ academic, social and personal development.
Assessing and Adjusting:	Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

III. Teachers demonstrate professional responsibility through: Reflection on Continuous Learning, Professional and Ethical Practice, Leadership and Collaboration

Professional and Ethical Practice:	Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
Reflection and Continuous Learning:	Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
Leadership and Collaboration:	Teachers demonstrate a commitment to their students and a passion for improving their profession.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
Planning II.P.1.a II.P.2.a	1. Designing learning tasks and assessment that: <ul style="list-style-type: none"> • Include specific and measurable student learning objectives • Promote application of skills and conceptual understanding • Build on students' prior learning, and • Are aligned with long-term curricular goals in local, state or national standards. 	<ul style="list-style-type: none"> • Objectives do not identify specific and/or measurable knowledge and skill outcomes. • Learning tasks and assessments consistently focus on rote, isolated activities. • Tasks do not connect with student's prior learning, are not suitable to students' academic needs, and do not follow a coherent progression. • Little or incorrect alignment to local, state or national curricular standards is articulated. 	<ul style="list-style-type: none"> • Objectives identify general knowledge and skill outcomes and often focus on measuring task completion. • Learning tasks and assessments focus on some application of skills. • Tasks build on students' prior learning, most of which are suitable to students' academic need, with uneven progression. • General alignment to local, state or national curricular standards is articulated. 	<ul style="list-style-type: none"> • Objectives identify specific and measurable knowledge and skill outcomes. • Learning tasks and assessments focus on application of skills and building some conceptual understanding. • Tasks build on students' prior learning and are suitable to students' academic needs, with even, coherent progression. • Specific alignment to local, state or national curricular standards is articulated. 	Lesson plan Unit plan Pre-conference
Planning II.P.1.b II.P.2.c	2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.	<ul style="list-style-type: none"> • Instructional resources are unsuitable to the instructional objectives or do not support the content or the learning needs of the students. • Instructional groups as described in the lesson plan are inappropriate for the content or students learning needs. 	<ul style="list-style-type: none"> • Instructional resources are suitable to the instructional objectives and generally support the content and some of the students' learning needs. • Instructional groups are appropriate but the lesson plan is limited in the details as to how they will be used to support learning. 	<ul style="list-style-type: none"> • Instructional resources are varied and suitable to the instructional objectives and support the content and most students' learning needs. • Instructional groups in the lesson plan are fully described, appropriate and varied. 	Lesson plan Unit plan Pre-conference
Planning II.P.2.b	3. Planning instruction that addresses a diversity of identified instructional needs and describes effective strategies for differentiated instruction.	<ul style="list-style-type: none"> • Identified student instructional needs are not based on or may include inaccurate interpretation of student learning data. • Instructional plan for meeting identified students' needs was unclear or limited to setting lower expectations for learning. 	<ul style="list-style-type: none"> • Identified student instructional needs are general and based on accurate interpretation of student learning data. • Instructional plan addresses some of the identified students' needs and is limited to modification of time frames or grouping arrangements for some students. 	<ul style="list-style-type: none"> • Identified student instructional needs are specific and based on accurate interpretation of student learning data. • Instructional plan addressed most of the identified students' needs, and included modification of objectives, tasks and/or materials. 	Lesson plan Unit plan Pre-conference

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric***DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
Instructing II.I.3.a	4. Communicating and reinforcing developmentally appropriate standards of behavior.	<ul style="list-style-type: none"> No standards of behavior appear to have been established or communicated explicitly. Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students. 	<ul style="list-style-type: none"> Standards of behavior appear to have been established for most situations. Standards are inconsistently reinforced. Consequences are generally consistent and are developmentally appropriate for the students. 	<ul style="list-style-type: none"> Standards of behavior appear to have been established. Standards are reinforced when necessary. Consequences are applied consistently, and are developmentally appropriate for the students. 	Lesson observation Written information about standards of behavior
Instructing II.I.3.e II.I.3.g	5. Fostering a learning community by: <ul style="list-style-type: none"> Establishing rapport and a non-threatening learning environment in which individual differences are respected and Encouraging students to take risks in their approach to learning. 	<ul style="list-style-type: none"> Responses to and interactions with students are minimal, negative or inappropriate for the age of the students. Expects students to follow a prescribed format for learning and new and creative responses to questions or assignments are not encouraged or reinforced. 	<ul style="list-style-type: none"> Establishes rapport by demonstrating fairness and acceptance of students and of individual differences. Encourages students to take some risks in their approach to learning and will occasionally promote new and creative responses to questions or assignments. 	<ul style="list-style-type: none"> Establishes rapport by demonstrating fairness and acceptance of students and of individual differences, communicating and modeling these behaviors to students, and encouraging students to respect differences. Consistently encourages students to take risks in their approach to learning and promotes new and creative responses to questions or assignments. 	Lesson observation
Instructing II.I.3.b II.I.3.c	6. Managing routines and transitions effectively by organizing, allocating and managing resources of time, space, activities and material. <i>This competency refers to non-instructional routines and transitions.</i>	<ul style="list-style-type: none"> Routines are not established. Materials, time and space are not effectively managed and result in excessive time off-task between instructional segments. Transitions are disorderly and/or are time consuming. 	<ul style="list-style-type: none"> Routines are established but students need detailed directions. Materials, time and space are somewhat organized to facilitate easy transition to instruction, but result in additional time off-task. Transitions are at times disorderly or inefficient. 	<ul style="list-style-type: none"> Routines are established. Students carry out transitions automatically (including materials, time and space) without need for detailed directions with minimal time off-task between instructional segments. Transitions are orderly and efficient. 	Observation of routines and transitions in and out of classroom

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
Instructing II.I.3.d II.A.7.c	7. Promoting shared responsibility for learning by: <ul style="list-style-type: none"> Communicating and reinforcing high expectations for learning and Effectively varying teacher-centered and student-centered instruction to promote independence of learners. 	<ul style="list-style-type: none"> Expectations for student learning are inappropriate, unclear or not communicated to students. Consistently directs the learning with whole group as the primary mode of instruction. Opportunities for students to self-monitor are limited. 	<ul style="list-style-type: none"> Appropriate expectations for student learning are communicated and reinforced. Primarily directs the learning in whole group instruction but also uses small group instruction with some opportunities for students to self-monitor. 	<ul style="list-style-type: none"> High expectations for student learning are consistently communicated for all students. Whole group, small group and individual instruction is balanced with consistent opportunities for students to self-monitor and develop their independence as learners. 	Lesson observation
Instructing II.I.4.a II.I.6.a II.I.6.b II.I.4.c	8. Implementing learning strategies and tasks to create learning experiences that: <ul style="list-style-type: none"> Include effective initiation and closure, Include effective lesson development with well organized, sequenced and paced learning activities, Include purposeful use of materials, and Help students make connections within and across learning segments, and lead students to learn related to learning objectives. 	<ul style="list-style-type: none"> Initiation and/or closure are absent or do not help students understand purpose of the lesson. Lesson development includes instructional activities that are not well organized or sequenced. Pacing is ineffective. Materials are used ineffectively with students or in regard to the instructional objectives. Instruction does not help students to make connections between prior learning segments and current learning objectives. 	<ul style="list-style-type: none"> Initiation and closure are implemented and are related to the purpose of the lesson. Lesson development includes instructional activities that are organized and sequenced. Pacing is inconsistent. Materials are generally appropriate to the students or only moderately successful in advancing the instructional objectives. Instruction leads students to make procedural (application of skills) connections between prior learning segments and current learning objectives. 	<ul style="list-style-type: none"> Initiation and closure are implemented effectively to motivate students and help students understand purpose of the lesson. Lesson development includes instructional activities that are consistently organized, sequenced and paced effectively. Materials are productive and fully appropriate to the students or to the instructional objectives. Instruction leads students to make procedural (application of skills) and conceptual connections between prior learning segments and current learning objectives. 	Lesson observation, Lesson plan

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric***DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
Instructing I.K.4.a I.K.4.c II.I.6.a II.I.6.b	9. Building on student learning within the content or discipline of focus by: <ul style="list-style-type: none"> • Presenting the content accurately, • Developing important content specific knowledge, skills, conceptual understanding and • Meeting district, state and national content standards. 	<ul style="list-style-type: none"> • Presentation of content includes a pattern of inaccuracies. • Representation and explanation of content or skill are inappropriate, unclear or poor examples and analogies are used. • <i>Refer to applicable content standards for the district, state, or national professional organization.</i> 	<ul style="list-style-type: none"> • Presentation of content may include minor inaccuracies. • Representation and explanation of content or skill are inconsistent in quality, with focus on factual knowledge and some attention to major concepts within the discipline. • <i>Refer to applicable content standards for the district, state, or national professional organization.</i> 	<ul style="list-style-type: none"> • Presentation of the content is consistently accurate. • Representation and explanation demonstrate command of the content and are varied. Lesson focuses on important ideas, essential questions and major concepts within the discipline. • <i>Refer to applicable content standards for the district, state, or national professional organization.</i> 	Lesson observation Lesson plan Pre-/Post-Conference
Instructing II.I.3.f II.I.5.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.	<ul style="list-style-type: none"> • Instruction does not address the learning needs of students, and modification of learning tasks, activities and materials is not evident. 	<ul style="list-style-type: none"> • Instruction includes general support for students' learning needs or exceptionalities by modifying process such as allowing additional time or providing one-on-one assistance. 	<ul style="list-style-type: none"> • Instruction includes targeted support for individual students' learning needs or exceptionalities by making accommodations or modifying content, process and products such as objectives, assignments, materials or time frames. 	Pre- and Post-Conference Lesson observation
Instructing II.I.5.b	11. Facilitating tasks, assessments and classroom interactions that promote the development of critical thinking, problem-solving and deeper understanding of concepts.	<ul style="list-style-type: none"> • Learning tasks and assessments are mostly teacher-centered, do not utilize problem solving, with a focus on low level questions, memorization, mechanics or discrete skills that do not build students' content knowledge or skills. • Teacher-student interactions are predominantly lecture style. Discourse is not evident. 	<ul style="list-style-type: none"> • Learning tasks and assessments are primarily teacher-centered, and sometimes utilize problem solving strategies with a focus on low level questions, literal comprehension or following procedures with some opportunities for students to apply skills. • Teacher-student interactions engage some of students in learning tasks and/or discussions /discourse (oral or written) with uneven results. 	<ul style="list-style-type: none"> • Learning tasks and assessments are frequently student-centered, utilizing problem solving strategies, with a balance of low and high level questions, leading to application of content knowledge or skills. • Teacher-student interactions consistently and successfully engage most students in tasks and discourse (oral or written) to promote deeper understanding of concepts. 	Lesson observation

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
Instructing II.I.5.a	12. Communicating clearly, using precise language and acceptable oral and written expressions.	<ul style="list-style-type: none"> Does not communicate clearly or audibly. Spoken or written language contains grammatical and/or syntactical errors. Vocabulary is developmentally inappropriate or vague. 	<ul style="list-style-type: none"> Communicates clearly and audibly. Spoken and written language is grammatically and syntactically correct. Vocabulary is developmentally appropriate. 	<ul style="list-style-type: none"> Communicates clearly, audibly, and expressively. Spoken and written language is grammatically and syntactically correct. Vocabulary is developmentally appropriate, well chosen and enriches the lesson. 	Lesson observation
Assessing II.A.7.a	13. Monitoring for: <ul style="list-style-type: none"> Student understanding of the lesson Engagement at appropriate points and Adjusting teaching when necessary. 	<ul style="list-style-type: none"> Monitoring focuses on students' on-task behavior with little attention to students' progress toward learning objectives Does not attempt to re-engage students who were off-tasks. Adjustments not made although needed for ensuring student understanding and engagement. 	<ul style="list-style-type: none"> Monitoring focuses on task completion and student engagement in learning activities Attempts to re-engage students who were off-task. Adjustments made for time, space, availability of materials. 	<ul style="list-style-type: none"> Monitoring focuses on students' strengths and weaknesses related to the learning objective. Attempts to re-engage students who were off-task through a variety of strategies. Adjustments made to instructional strategies, activities, and materials for the class. 	Lesson observation Written analyses
Assessing II.A.7.c	14. Providing performance feedback (oral or written) that focuses on content and assists students in improving their performance.	<ul style="list-style-type: none"> Feedback to students is limited to comments about task completion and/or is inaccurate. 	<ul style="list-style-type: none"> Feedback to students is general and provides limited information about their learning strengths and weaknesses. 	<ul style="list-style-type: none"> Feedback to students is a mix of general and specific comments about the content knowledge or skills and provides appropriate information about their strengths and weaknesses. 	Observation of feedback during instruction or written on student work
Assessing II.A.7.e	15. Collecting and analyzing multiple sources of student data (e.g., classroom observations, student work, teacher made assessments, CMT/CAPT data, school records, etc.).	<ul style="list-style-type: none"> Uses limited student learning data to make short-term decisions and is unable to analyze or incorrectly analyzes student progress. Has no system for maintaining information on student progress in learning or system in disarray. 	<ul style="list-style-type: none"> Uses student learning data to make short-term decisions and is able to analyze student progress. Has a rudimentary system for maintaining information on student learning progress. 	<ul style="list-style-type: none"> Uses a variety of student learning data to make short-term and project long-term decisions and is able to analyze student progress. Has an effective system for maintaining information on student learning progress. 	Pre- and Post-Conferences, commentaries and written analyses, portfolio, observations by CT
Assessing II.A.7.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.	<ul style="list-style-type: none"> Analysis of student learning focuses on student behavior with little attention to students' progress toward learning objectives or goals. Unable to or incorrectly connects the impact of instruction on student learning. 	<ul style="list-style-type: none"> Analysis of student learning focuses mainly on task completion, with some reflection on adjustment of future plans and instructional approaches related to time and task completion. Identifies some general connections between the impact of instruction and student learning. 	<ul style="list-style-type: none"> Analysis of student learning focuses mainly on student strengths and weaknesses in learning procedures and application of skills, with some reflection on adjustment of future plans and instructional approaches to improve student learning. Makes specific connections between the impact of instruction and student learning. 	Post-Conferences, commentaries and written analyses, portfolio

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

CCT Align	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Proficient	Source of Data
Prof Resp III.PR.1	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).	Teacher candidate violates one or more areas of the Code.	Teacher candidate acts professionally in accordance with the Code.		All conduct in personal and professional life
Prof Resp III.PR.1	18. Conducting 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.	Teacher candidate demonstrates a pattern of unprofessional behavior.	Teacher candidate demonstrates a pattern of professional behavior.		Observation in clinical experiences, conferences, college class participation, written commentaries, portfolio
Prof Resp III.PR.2.a	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.	Teacher candidate does not seek regular and ongoing dialogue with cooperating teacher in order to identify areas and sets goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	Teacher candidate engages in regular dialogue with the cooperating teacher about instructional effectiveness, to identify areas for improvement and to set goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	Teacher candidate promotes regular dialogue and confers with the cooperating teacher, other faculty and staff about instructional effectiveness to identify areas and <u>actively pursues</u> professional development and growth in pedagogical content knowledge and skills as well as student learning (e.g., participating in professional organizations, participating in professional development workshops and conferences, etc.)	Observation in clinical experiences, conferences, written commentaries, portfolio
Prof Resp III.PR.6.a III.PR.6.a	20. Demonstrating dispositions critical to self and students: <ul style="list-style-type: none"> • Enthusiasm about their own learning and about life in their daily work, and • Commitment to developing the minds and characters of their students. 	Teacher candidate consistently demonstrates a pattern of negative attitudes and beliefs about own learning needs and daily responsibilities as a teacher, and shows a lack of commitment to supporting the development of students.	Teacher candidate shows ongoing enthusiasm about own learning needs, his/her daily responsibilities as a teacher, and a commitment to supporting the development of students.		Observation in clinical experiences, conferences, college class participation, written commentaries, portfolio

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

GLOSSARY OF TERMS

Term	Definition
Accommodation	Provisions made in <u>how</u> a student <i>accesses</i> and <i>demonstrates</i> learning. Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations include <i>extra time, seating, a/v aids, etc.</i>
Alignment	To establish a direct relationship and link between goals, objectives and activities.
Application of new learning	The student's ability to apply procedural and or conceptual understanding from one task to another, independent of guidance and assistance from teacher.
Critical Thinking	Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills ("as an exercise") without acceptance of their results. (Source: http://www.criticalthinking.org/)
Coherence	The interconnectedness between and among lessons that affords comprehension.
Communication of Expectations	The teacher communicates expectations, academic and/or behavioral, explicitly verbalized or communicated through approach to assigning tasks, rewarding student effort and providing help and encouragement to all students.
Concept-based instruction	Concept-based instruction, as described by Lynn Erickson (2001b), stresses higher order thinking skills. Whereas traditional curriculum requires students to "cover" topics, memorize facts, and restate them for evaluation purposes, the concept-based method stresses identifying and thinking through concepts and "big ideas." In this system, the term concept refers to an organizing idea, like perception, culture, or addition. Concepts are timeless, universal, abstract, and broad. They are always represented by one or two nouns, and examples of concepts share common attributes. Concepts are sometimes confused with topics which are often examples of concepts. For instance, <i>the American Revolution</i> is a Social Studies topic, where <i>revolution</i> is a concept that turns up in many content areas. <i>Big ideas</i> , also known as <i>enduring understandings</i> , are generalizations that show the relationships between concepts. (Sources: Erickson, H.L. (2001a). <i>Concept-based curriculum and instruction</i> . Thousand Oaks, CA: Corwin and Erickson, H.L. (2001b). <i>Stirring the head, heart, and soul, second edition</i> . Thousand Oaks, CA: Corwin)
Differentiated Instruction	Carol Ann Tomlinson identifies three elements of the curriculum that can be differentiated: Content, Process, and Products. "A differentiated classroom offers a variety of learning options designed to tap into different readiness levels, interests, and learning profiles. In a differentiated class, the teacher uses (1) a variety of ways for students to explore curriculum content, (2) a variety of sense-making activities or processes through which students can come to understand and "own" information and ideas, and (3) a variety of options through which students can demonstrate or exhibit what they have learned." (Source: Tomlinson, C.A. (1995, October). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. <i>Eric EG Digest</i> , #E536. Retrieved March 14, 2002, from http://www.kidsource.com/kidsource/content/diff_instruction.html)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric***DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

GLOSSARY OF TERMS

Discourse	<p>Communication, oral or written, with focus on developing critical skills such as problem solving, reasoning, making connections within the content or discipline. Discourse is a mode of communication that promotes understanding which occurs between the teacher and students or among the students. Examples of discourse include, but are not limited to, students:</p> <ul style="list-style-type: none"> • Discussing their understanding • Teaching each other a concept or skill • Explaining their reasoning, thinking or problem-solving process • Responding to or evaluating text or information <p>Purposeful interaction between and among teachers and students, in which ideas are represented, communicated and challenged, with the goal of greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thought, feedback), or visual dialogue (charts, graphs, paintings, or images) that represent student and teacher thinking /reasoning. (CCCT, CSDE, 1999)</p>
Dispositions	<p>The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE, 2000)</p>
Diversity	<p>Differences among groups of people and individuals based on ethnicity, race socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. (NCATE, 2000)</p> <p>Diverse Learners (INTASC Standard 3): The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Source: See “INTASC Core Standards” at http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/.)</p>
Engagement	<p>Engagement refers to “the extent of students’ involvement and active participation in learning activities”.</p> <p>(Source: Cole, P.G. & Chan, L.K.S. (1994) Teaching principles and practice (2nd Edition), New York, Prentice Hall)</p>
Feedback	<p>Constructive information, academic or behavioral, provided to the student about the involvement in/completion of a process or task; oral or written response by a teacher to a student indicating strengths and/or weaknesses with respect to a product or action.</p> <p>Responding to students including responding to student replies, failures to answer, questions and/or comments, build upon student contributions, clarifying, refocusing, acknowledging correct responses, providing corrective feedback, extending or prompting.</p>
Independence vs. working independently	<p>Student independence is related to the ability of the student to complete task without assistance and/or generalize learning to new tasks/settings.</p> <p>Working independently means working alone or individually to complete an assigned task perhaps after guided practice or assistance.</p>
Inquiry	<p>Inquiry is central to science learning. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They identify their assumptions, use critical and logical thinking, and consider alternative explanations. In this way, students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. [Source: National Science Education Standards (NSES)]</p> <p>Inquiry is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in the search for new understandings.</p> <p>(Source: http://www.exploratorium.edu/IFI/resources/inquirydesc.html)</p>
Make Connections	<p>Activate prior learning and linking to new learning; apply new learning; help students understand how the learning task relates to the math or language arts concept.</p>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric*** DRAFT**

Based on the *Connecticut Common Core of Teaching* (CSDE, 1999)
and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)

GLOSSARY OF TERMS

Modifications	A substantial change in <i>what</i> a student <i>is expected to learn and to demonstrate</i> . Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, tasks and assessments based on individual needs and abilities. <i>Individualized modifications include revised materials, adjusted assessments, point sheets for behavior, task analysis, etc.</i>
Problem Solving	The Problem Solving process consists of a sequence of sections that fit together depending on the type of problem to be solved. These are: Problem Definition; Problem Analysis; Generating possible Solutions; Analyzing the Solutions; Selecting the best Solution(s); Planning the next course of action (Next Steps). The process is a guide for problem solving. (Source: http://www.gdrc.org/ , Global Development Research Center)
Rapport	Teacher demonstrates patience, acceptance, empathy, and interest in students through positive verbal and non-verbal exchanges; avoids sarcasm, disparaging remarks, sexist, racial comments, scapegoating and physical abuse. Teacher exhibits own enthusiasm and maintains a positive social and emotional atmosphere in the learning environment.
Reflection	Reflection refers to the ongoing process of critically examining past and current practice to facilitate the development of future action. (Source: Han, E. P. (Summer, 1995). Reflection is essential in teacher education. <i>Childhood Education</i> , 71, 228-230)
Routines	Classroom routines are non-instructional, organizational, administrative or repetitive activities such as roll-taking, pencil sharpening, distribution of materials and equipment, lavatory/water fountain procedures, assembling into workgroups, going to lockers, clean-up procedures, collecting assignments, medical/nurse related visits, etc.
Scaffolding	Scaffolding is defined as a temporary structure in the learning process that provides help for learners at specific points. The instructor organizes lessons in such a way as to gradually give students responsibility in their learning. Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. (Source: http://students.ou.edu/Y/Akimi.Yesoufou-1/concepts.html)
Sequence	Logic and order of a sequence of lessons planned or implementation of learning tasks; sequence of curriculum.
Self-monitoring	Monitoring own behavior or performance based on criteria provided by the teacher.
Standards of behavior	Explicit rules and standards that are established and maintained; Clear and consistent expectations for appropriate student behavior. Teacher communicates and reinforces appropriate standards of behavior through statements of rules or responses to student behavior, and applies fitting consequences when appropriate.
Strategy	Learning strategies instruction focuses on how to learn and how to use what has been learned. Strategies for learning include: a general approach to solving a set of problems; promotes goal-directed behavior; teaches selection of appropriate procedures or making the appropriate choices; guides implementation of a procedure; shows how to monitor progress; can be controlled; and provides and focuses on cues for students to take action. (Source: <i>Institute for Learning Disabilities, 1990</i>)
Tasks	Activities, materials and discussions implemented or facilitated during instruction.
Transitions	Transitions are non-instructional organizational or administrative moves from one classroom activity or context to another and may occur between instructional activities such as moving: <ul style="list-style-type: none"> • to/from large/small groups or individual work, desks/lab tables/learning centers, • from inside to outside (or vice versa), or one classroom to another, • to/from another learning activity, seatwork, film, reading session, hands-on activity, etc.