

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DRAFT * Student Teaching Rubric & Data Collection Form***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 originally developed in 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 target) represents a range within which the student teacher’s performance may be assessed given the data collected about the competency.

University Supervisor and Cooperating Teacher must each use this form to record data relative to Student Teacher’s performance. This form is intended to support comprehensive, legally defensible data collection in order to evaluate the Student Teacher on each competency.

This rubric/data collection form should be utilized:

- For both formative and summative evaluations of performance.
- 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; 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 10-12 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.

Note: Terms in italics are defined in the glossary.

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CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Planning II.P.2.b <i>Data Sources:</i> -Lesson plan -Unit plan -Pre-conference	3. Planning instruction that addresses the range of student learning differences among their students 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 plans for addressing student learning differences are not evident or are limited to additional monitoring, setting lower expectations for learning, or assigning additional activities to keep students occupied (not enriching learning). 	<ul style="list-style-type: none"> • Identified student instructional needs are general and based on accurate interpretation of student learning data. • Instructional plans address some student learning differences by appropriately varying some tasks, or by altering timeframes or instructional 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 plans describe a variety of strategies to address student learning differences, including differentiation of lesson content, processes for developing understanding, and/or products to exhibit student learning.
Data: Rating: 1 2 3				
Instructing II.I.3.a <i>Data Sources:</i> -Lesson obs. -Written info about standards of behavior	4. Establishing standards of behavior by: <ul style="list-style-type: none"> • Communicating and reinforcing developmentally appropriate standards of behavior and • Monitoring engagement in learning tasks. 	<ul style="list-style-type: none"> • Limited <i>standards of behavior</i> appear to have been established or communicated explicitly. • Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students. • Does not attempt to <i>re-engage</i> students who were off-task. 	<ul style="list-style-type: none"> • <i>Standards of behavior</i> appear to have been established for most situations. Standards may be inconsistently reinforced. • Consequences are generally applied consistently and are developmentally appropriate for the students. • If necessary, attempts to <i>re-engage</i> students who were off-task. 	<ul style="list-style-type: none"> • <i>Standards of behavior</i> appear to have been established. Standards are reinforced when necessary. • Consequences are applied consistently, and are developmentally appropriate for the students. • If necessary, uses a variety of strategies to attempt to <i>re-engage</i> students who were off-task.
Data: Rating: 1 2 3				
Instructing II.I.3.f II.I.3.g <i>Data Sources:</i> -Lesson obs.	5. Creating a positive learning environment by establishing rapport and a non-threatening classroom atmosphere.	<ul style="list-style-type: none"> • Responses to and interactions with students are minimal, negative or inappropriate for the age of the students. Negative interactions between students are not addressed appropriately. 	<ul style="list-style-type: none"> • Responses to and interactions with students demonstrate fairness, acceptance and interest, and are appropriate for the age of the students. Negative interactions between students are generally addressed appropriately. 	<ul style="list-style-type: none"> • Responses to and interactions with students demonstrate fairness, acceptance and interest, and are appropriate for the age of the students. Expectations that students treat each other similarly are clearly communicated and reinforced.
Data: Rating: 1 2 3				

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Instructing II.1.3.f II.1.5.b Data Sources: -Pre- and Post-Conf -Lesson obs.	11. Supporting a range of student learning differences by differentiating instruction.	<ul style="list-style-type: none"> <i>Differentiation</i> of learning <i>tasks</i>, activities and/or materials to promote student learning is not evident. 	<ul style="list-style-type: none"> Some strategies for <i>differentiated instruction</i> are employed to help students complete tasks. 	<ul style="list-style-type: none"> A variety of strategies for <i>differentiated instruction</i> are employed to help students access content information and to demonstrate what they have learned.
<p>Data:</p> <p>Rating: 1 2 3</p>				
Instructing II.1.5.a Data Sources: -Lesson obs.	12. Communicating clearly, using acceptable oral and written expressions. <i>Note: If communication issues interfere with student learning, this competency must be rated unacceptable.</i>	<ul style="list-style-type: none"> Does not communicate clearly or audibly. Spoken and/or written language contains grammatical and/or syntactical errors. Language is developmentally inappropriate or vague. 	<ul style="list-style-type: none"> Communicates clearly and audibly. Spoken and written language is grammatically and syntactically correct. Language is developmentally appropriate. 	<ul style="list-style-type: none"> Communicates clearly, audibly, and expressively. Spoken and written language is grammatically and syntactically correct. Language is developmentally appropriate and enhances student understanding of the content.
<p>Data:</p> <p>Rating: 1 2 3</p>				
Assessing II.A.7.a Data Sources: -Lesson Obs. -Post-conf -Analyses of student work	13. Monitoring during the lesson for student understanding and, when necessary, adjusting instruction and pacing.	<ul style="list-style-type: none"> Monitoring focuses on on-task behavior; little or no monitoring of student understanding of content and skills is evident. Adjustments to instruction not made although needed to ensure student understanding. Pacing of lessons is often too slow or rushed, and not appropriate for the students. 	<ul style="list-style-type: none"> Monitoring focuses on task completion, with some attention to progress related to students' understanding of content and skills. When necessary, adjustments include providing additional time for <i>task</i> completion or attempting to re-teach/re-explain content within the lesson. Pacing of the lessons is generally appropriate for the students. 	<ul style="list-style-type: none"> Both formal and informal monitoring strategies are used consistently and focus on students' understanding of content and skills. When necessary, adjustments include using varied strategies or activities for re-teaching content within the lesson. Pacing of the lessons is appropriate for the students.
<p>Data:</p> <p>Rating: 1 2 3</p>				

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	Data:
Assessing II.A.7.e Prof. Resp. III.PR.2.b. <i>Data Sources:</i> Observation of ST during meetings conferences or on written analyses	16. Analyzing multiple sources of student data (e.g., classroom observations, student work, teacher made assessments) over a series of lessons to evaluate student progress and communicate information to colleagues and/or families.	<ul style="list-style-type: none"> • Uses limited data to make short-term decisions and/or is unable to analyze data or incorrectly evaluates student progress. • Has no system for maintaining information on student progress in learning or system in disarray. 	<ul style="list-style-type: none"> • Documents and analyzes data to evaluate learning and to communicate student progress (e.g., report cards, parent conferences/PPTs, etc.) • Has a rudimentary system for maintaining information on student learning progress. 	Rating: 1 2
Prof Resp III.PR.1 <i>Data Sources:</i> All conduct in personal and professional life	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.	Rating: 1 2
Prof Resp III.PR.1 <i>Data Sources:</i> Observation	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.	Rating: 1 2
Prof Resp III.PR.2.a <i>Data Sources:</i> Observation	19. Working collaboratively with colleagues to examine the effectiveness of instructional strategies 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 set 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 (based on student learning) 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.	Rating: 1 2

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CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	Data:
Prof Resp III.PR.6.a III.PR.6.a Data Sources: Observation	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.	Rating: 1 2

Overall Comments:

GLOSSARY OF TERMS	
Term	Definition
Application	The student’s ability to apply procedural and or <i>conceptual understanding</i> from one task to another, independent of guidance and assistance from teacher.
Closure	Closures assist students in integrating and processing information at the end of the lesson or lesson segments, relate to the lesson objectives and help students understand the purpose of the lesson content. They may be explicit statements or may be instructional activities facilitated by either the teacher and/or by students.
Critical Thinking	<p>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.</p> <p>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.</p> <p>(Source: http://www.criticalthinking.org/)</p>
Communication of Expectations	The teacher communicates academic expectations, 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.”
Conceptual understanding	<p>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.</p> <p>(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)</p>
Connections	Activating prior learning and linking to new learning; applying new learning; help students understand how the learning tasks relate to a concept in the content area.
Differentiation/ Differentiated Instruction	<p>Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today’s classrooms. Source: Tomlinson, C. A. (2003). <i>Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching</i>. Alexandria, VA: Association for the Supervision of Curriculum Development</p> <p>To differentiate instruction is to recognize students’ varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process. Source: Differentiated Instruction: http://www.cast.org/publications/ncac/ncac_diffinstruc.htm</p>

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GLOSSARY OF TERMS

<p>Discourse</p>	<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>
<p>Dispositions</p>	<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>
<p>Engagement</p>	<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>
<p>Feedback</p>	<p>Constructive academic information provided to the student about the involvement in and 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>
<p>Initiation</p>	<p>Initiations facilitate student understanding, activate prior knowledge or learning and motivate students. They often preview what is to be learned, why and how it relates to past or future learning. They may be explicit statements or may be instructional activities or teacher modeling. Simply stating activities in which the students will be engaged is not sufficient.</p>
<p>Quality of tasks/questions (Blooms Taxonomy)</p>	<p>Knowledge : Rote memory skills (facts, terms, procedures, classification systems). Sample verbs: list, name, identify.</p> <p>Comprehension : The ability to translate, paraphrase, interpret or extrapolate material. Sample verbs: Summarize, explain, describe.</p> <p>Application : The capacity to transfer knowledge from one setting to another (generalizability of skill). Sample verbs: Apply, solve, illustrate, interpret, classify, modify.</p> <p>Analysis : The ability to discover and differentiate the component parts of a larger whole. Sample verbs: Analyze, organize, deduce, contrast, compare.</p> <p>Synthesis : The ability to weave component parts into a coherent whole. Sample verbs: Design, hypothesize, support.</p> <p>Evaluation : The ability to judge the value or use of information using a set of standards. Sample verbs: Evaluate, estimate, judge, defend, criticize, justify.</p> <p>Source: http://www.coun.uvic.ca/learn/program/hndouts/bloom.html</p>
<p>Rapport</p>	<p>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.</p>
<p>Reflection</p>	<p>Reflection refers to the ongoing process of critically examining past and current practice to facilitate the development of future action.</p> <p>(Source: Han, E. P. (Summer, 1995). Reflection is essential in teacher education. <i>Childhood Education</i>, 71, 228-230)</p>

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GLOSSARY OF TERMS

Representations	<p>Representations can be clear images, materials, manipulatives, performances or simulations that illustrate content or concepts. "The term representation refers both to process and to production; in other words, to the act of capturing a mathematical concept or relationship in some form and to the form itself. Moreover, the term applies to processes and products that are observable externally as well as to those that occur 'internally,' in the minds of people doing mathematics" (NCTM, p. 67). "Different representations support different ways of thinking about and manipulating mathematical objects. An object can be better understood when viewed through multiple lenses" (NCTM, 2000, p. 360).</p> <p>Adapted from the Oxford-English Dictionary and NCTM Standards</p>
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.
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.
Tasks	Problems, activities and discussions implemented or facilitated during instruction.
Transitions	<p>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:</p> <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.