CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching

The Common Core of Teaching (CCT) Instrument will be used to evaluate teacher performance and practice as required in the Connecticut Guidelines for Educator Evaluation and the System for Educator Evaluation and Development (SEED). The CCT Instrument will be used to determine 40% of a teacher's summative rating.

Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation.   All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model www.connecticutseed.org.

The CCT Instrument will be used by trained and proficient evaluators to observe a teacher, including the following processes:

A. Pre-Conference: Before each observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.

B. Observation: The observation of practice may include formal or informal in-class observation, non-classroom observations or reviews of practice.

C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

D. Analysis: The evaluator analyzes the observation and other documentation for either formal or informal observations or reviews of practice and records the information as necessary and identifies the applicable performance descriptors contained in the CCT rubric.

E. Ratings: Based on the training guidelines and decision rules for the CCT Instrument, the evaluator will provide domain level ratings and an overall rating.

The CCT rubric was developed with input from a team of regional educational service center instructional experts, practitioners and a team of CSDE assessment experts. It is based on the CCT competencies adopted by the State Board of Education in February 2010.   The rubric focuses upon Domains 2 through Domains 6 of the original CCT competencies. Domain 1, Content and Essential Skills, which includes the Common Core State Standards (CCSS) and/or state and national content standards is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, instruction, assessment and professional responsibilities domains. Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a teacher's performance. The CCT rubric represents the criteria in which evaluators will be trained to describe the level of performance observed.   NOTE: for the evaluation of non-classroom based educators such as intervention specialists, special service providers and others, an appendix to the rubric will be developed to address the performance criteria to guide the evaluation of these educators.

Accurate and reliable evaluation of these competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build upon the experience base and professional judgment of the educators who use this instrument. The CCT Rubric should never be used without the grounding provided by experience and training. As part of the training, evaluators will be provided sample performances and artifacts, and decision rules to guide their ratings. The CCT Instrument is not a checklist with predetermined points. Rather it is a tool that is combined with training to ensure consistency and reliability of the observational evaluation decisions.

The CSDE will conduct pilot and validation studies of the CCT Instrument during the 2013-14 school year and thereafter to ensure technical sufficiency and legal defensibility. Data from these studies will inform further revision to the CCT Instrument and training of evaluators.

CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students **Attributes** • Rapport and positive interaction • Respectful of student diversity	• Demonstrating negative interactions or lack of interactions between teacher and students • Demonstrating disrespect toward the diversity of students and their learning needs	• Establishing rapport and positive interaction with some but not all students • Establishing a learning environment that is respectful of students' cultural and developmental differences but does not reinforce respect for diversity among students	• Maintaining rapport and positive interactions with students and promoting expectations that they are respectful of one another • Maintaining a learning environment that is respectful of students' cultural and developmental differences and reinforces expectations that students are respectful of one another's differences	*In addition to the characteristics of proficient:* • Involving learners in promoting a respectful learning environment • Using and incorporating the diversity of students' differences to enrich learning opportunities

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.b. Promoting student engagement and shared responsibility for learning **Attributes** • Student engagement • Shared responsibility for learning process	• Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students	• Some students are not engaged and attempts are made to re-engage them • Creating a learning environment in which students take some intellectual risks and/or interact positively with one another	• Students are consistently engaged in learning • Creating a learning environment in which students are willing to take intellectual risks and share responsibility for learning	*In addition to the characteristics of proficient:* • Encouraging students to question or challenge ideas presented by the teacher or other students

CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.c. Promoting appropriate standards of behavior **Attributes** • Communicates and reinforces appropriate standards of behavior • Promotes social competence and responsible behavior	• Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning • Providing ineffective instruction and/or opportunities for students to develop social skills and responsible behavior	• Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning • Promoting social competence with some effectiveness in building students' capacity to self-regulate and take responsibility for their actions	• Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning • Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building students' capacity to self-regulate and take responsibility for their actions	*In addition to the characteristics of proficient:* • Students independently use proactive strategies and social skills and take responsibility for their actions

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2.d. Maximizing instructional time by effectively managing routines and transitions **Attributes** • Time spent on routines and transitions appropriate to the purpose and the needs of the students	• Loss of significant instructional time due to ineffective management of routines or transitions	• Losing some instructional time due to ineffective planning or management of routines or transitions	• Maximizing instructional time by establishing and effectively managing routines and transitions	*In addition to the characteristics of proficient:* • Students independently facilitate and engage in routines and transitions

CCT DOMAIN 3: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3.a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge **Attributes** • Content aligned with standards with coherent progression • Determination of students present level of knowledge and skills • Differentiation based on students' learning needs	• Planning instruction that lacks alignment with CCSS and/or other appropriate content standards, or lacks coherent sequence of knowledge, skills or concepts • Using general curriculum goals with limited attention to student assessment data to guide planning • Differentiation and level of rigor of instruction are not based on student data	• Planning instruction in alignment with CCSS and/or other appropriate content standards, lacks coherent sequencing, depth of knowledge or connections between knowledge, skills or concepts across lessons or units • Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning • Differentiation and level of rigor of instructional content are based primarily on data of group needs	• Planning instruction in alignment with CCSS and/or other appropriate content standards, that has a coherent progression, depth of knowledge and connects and integrates knowledge, skills, concepts and anticipates misconceptions • Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning • Differentiation and level of rigor of instructional content are based on data of group and individual students' needs	*In addition to the characteristics of proficient:* • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Engaging students in identifying their own learning needs to individualize instruction

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 3: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3.b. Planning instructional strategies to actively engage students in the content **Attributes** ● Strategies, tasks and questions ● Resources, technology and flexible groupings ● Literacy through the content areas	● Selecting or designing instructional strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking ● Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes ● Planning instruction that lacks design of strategies for teaching literacy through the content area	● Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge ● Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes ● Planning instruction that includes some strategies for teaching literacy through the content area which may not assist students in accessing or understanding the content	● Selecting and designing instructional strategies, tasks and questions that build to higher order knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge ● Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom ● Planning instruction that consistently includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge	*In addition to the characteristics of proficient:* ● Selecting and designing resources that extend learning opportunities beyond the classroom or school and provide for opportunities for interdisciplinary, real world, career or global connections

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3.c. Selecting appropriate assessment strategies to monitor ongoing student progress **Attributes** ● Formative assessment for learning	● Selecting or designing lesson-based assessments that insufficiently measure progress towards or attainment of learning outcomes	● Selecting or designing lesson-based assessment strategies that at times do not measure progress towards or attainment of the learning outcomes	● Selecting or designing lesson-based assessment strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes	*In addition to the characteristics of proficient:* ● Selecting and designing performance-based assessments that enable students to generalize learning to new contexts

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4.a. Implementing instructional content for learning **Attributes:** • Instructional purpose aligned with standards • Content coherence within and across instruction • Literacy through the content areas	• Implementing instruction that lacks clarity of purpose, academic language and lacks alignment with CCSS and/or other appropriate content standards • Implementing instruction that lacks a coherent sequence and appropriate depth of knowledge, skills or concepts • Implementing instruction that provides few opportunities for students to engage in literacy through the content area	• Implementing instruction that lacks some clarity of purpose and academic language or has limited alignment with CCSS and/or other appropriate content standards • Implementing instructional content that at times lacks a coherent progression and appropriate depth of knowledge, skills or concepts • Implementing instruction that provides some opportunities for students to engage in literacy through the content area which may not assist students in accessing or understanding the content	• Implementing instruction that has a clear purpose and academic language that aligns with CCSS and/or other appropriate content standards, that students can articulate • Implementing instructional content that has a coherent progression and appropriate depth of knowledge, skills or concepts to advance learning • Implementing instruction that consistently includes explicit teaching of literacy through the content area that supports students' content knowledge	*In addition to characteristics of proficient*: • Students can explain how the learning is situated within a broader learning context/curriculum

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4.b. Leading students to construct new learning through use of active learning strategies **Attributes:** • Strategies, tasks, questions, discourse and inquiry • Resources, technology and groupings • Level of challenge • Varying teacher and student roles	• Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information • Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions • Using an inappropriate balance of support and challenge • Varying of student and teacher roles provides some opportunities for students to work together	• Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions • Using a balance of support and challenge to help some students advance their learning • Varying the student and teacher roles allows for opportunities for students to work together to solve problems	• Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways • Using a balance of support and challenge to help students advance their learning • Varying the student and teacher roles provides multiple ways for students to direct their learning, solve problems and build independence	*In addition to characteristics of proficient*: • Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence • Promoting student ownership, self-direction and choice while achieving the lesson purpose • Providing opportunities for interdisciplinary, real world, career or global connections

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CCT DOMAIN 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4.c. Monitoring student learning, providing feedback to students and adjusting instruction **Attributes** • Monitoring of student understanding during instruction • Feedback to students • Adjustment of instruction	• Monitoring of task completion rather than student achievement of lesson purpose/objective • Providing feedback that may be limited, frequently does not help students improve learning, lacks specificity or is inaccurate • Adjusting instruction that is frequently not based on effective monitoring of students' achievement of learning objectives	• Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete • Providing feedback that may lack specificity but is accurate and helps some students improve their learning • Adjusting instruction during and between lessons that emphasize whole group achievement and focuses primarily on providing more time or re-teaching of content or process	• Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective • Providing feedback that is accurate, specific and helps students advance their learning • Adjusting instructional content, strategies or assessments during and between lessons that is targeted to group and individual needs	*In addition to characteristics of proficient*: • Students independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning • Feedback challenges students to extend their learning and thinking

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
5.a. Formative and summative assessment for learning **Attributes** • Formative and summative assessments aligned with curricular standards • Connections between assessment results and the broader curricular standards	• Using formative and summative assessments that are frequently misaligned between measurement of students' knowledge, skills and concepts in the broader curricular standards • Insufficiently using assessment results in alignment with CCSS and/or other appropriate content standards to inform planning and instruction	• Using formative and summative assessments to measure students' cumulative knowledge, skills and concepts in the broader curricular standards • Beginning to make connections between the assessment results in alignment with CCSS and/or other appropriate content standards and the achievement of the broader curricular standards to inform planning and instruction	• Using a variety of formative and summative assessments and strategies to provide multiple measures of cumulative knowledge, skills and concepts in the broader curricular standards • Making connections between the assessment results in alignment with CCSS and/or other appropriate content standards and the achievement of the broader curricular standards to inform planning and instruction	*In addition to characteristics of proficient*: • Modifying assessments to meet the needs of students and value the diversity of ways in which they learn

INDICATORS	Below Standard	Developing	Proficient	Exemplary
5.b. Assessment criteria and feedback to improve student performance and responsibility for learning **Attributes** • Assessment criteria • Student use of assessment criteria • Summative or cumulative feedback for learning	• Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to students • Providing insufficient opportunities for students to use criteria to self-assess work and assume responsibility for their own learning • Providing feedback on summative and cumulative progress that is not individualized or descriptive	• Developing and using academic and behavioral assessment criteria that are generally clear, descriptive, aligned with learning outcomes but may not be communicated to students prior to assignments/assessments • Providing some opportunities for students to use criteria to self-assess work and assume responsibility for their own learning • Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance for improvement toward learning goals	• Developing and using academic and behavioral assessment criteria that are consistently clear, descriptive, aligned with learning outcomes and communicated to students prior to assignments/assessments • Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning • Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards learning goals	*In addition to the characteristics of proficient:* • Involving students in developing assessment criteria • Students provide rationale for self-assessment results • Students analyze their own results and progress toward achieving learning goals

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CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
5.c. Comprehensive data analysis, interpretation and communication **Attributes** • Comprehensive data to understand student achievement at a particular point in time and over time • Collaborate to analyze, interpret data/results	• Insufficiently collecting student academic or behavioral data/results to develop an understanding of students' progress • Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction	• Collecting some student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction predominantly through organized structures or processes and not as needs arise	• Collecting comprehensive student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction	NOTE: no exemplary performance descriptor is provided for this indicator

CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
6.a. Engaging in continuous professional growth to impact instruction and student learning **Attributes** • Reflection and self-evaluation to analyze practice and impact on student learning • Response to feedback • Learning opportunities to enhance skills and student learning	• Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning • Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participating in required professional learning that is limited to attendance at required sessions or opportunities	• Reflecting on and self-evaluating practice and student learning but lacks depth of analysis • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice	• Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice	*In addition to the characteristics of proficient:* • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs

INDICATORS	Below Standard	Developing	Proficient	Exemplary
6.b. Collaborating to develop and sustain a professional learning environment to support student learning **Attributes** • Contribution to school improvement processes • Collaboration with colleagues and administrators	• Participating with colleagues but minimally contributing to school improvement initiatives • Collaborating with colleagues in limited ways or when required to plan and engage in professional learning	• Participating on school or district committees and in activities as required and beginning to engage in implementation of the school improvement initiatives • Collaborating with colleagues and administrators to engage in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate content standards	• Participating proactively with colleagues and administrators to develop and implement school or district improvement initiatives • Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate content standards	*In addition to characteristics of proficient:* • Leading and facilitating colleagues in efforts to develop school and district improvement initiatives • Facilitating or coaching others in professional learning to improve practice and providing others with constructive feedback

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CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
6.c. Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning **Attributes** • Collaboration with colleagues and families to sustain positive school climate • Communication with families • Culturally respectful communication with families and students	• Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with students and families sometimes lacks respect for cultural differences	• Collaborating with colleagues to engage students and families in efforts to develop and sustain a positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communicating with students and families in a generally culturally respectful manner	• Collaborating with colleagues proactively to engage students and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner	*In addition to characteristics of proficient:* • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development
6.d. Conducting oneself as a professional **Attributes** • Teacher behavior consistent with Connecticut's *Code of Professional Responsibility for Educators*	☐ Teacher actions **are consistent** with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. ☐ Teacher actions are **not consistent** with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators.			