Windham Public School's
Teachers'
Evaluation Rubric
2022-2023

Adapted from Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

A Rubric for the Observation of Teacher Performance and Practice to Help Identify the Foundational Skills and Competency Standards that will Prepare Connecticut Students to Succeed in College, Career and Life.

Observation Process

The *CCT Rubric for Effective Teaching 2014* will be used by trained and proficient evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. 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. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol is provided in the Connecticut Guidelines for Educator Evaluation or in the System for Educator Evaluation and Development (SEED) state model http://www.connecticutseed.org.

Evidence can be gathered from **formal in-class observations, informal class-room observations or non-classroom observations/ review of practice.**

Formal In-Class Observations: last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 10 minutes and are followed by written and/or verbal feedback.

Non-classroom Observations/Reviews of Practice: include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The following protocol may be used for conducting a formal in-class observation that requires a pre- and post-conference:

A. Pre-Conference: Before the 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: Observers will collect evidence during the in-class observation.

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 evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2014.*

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Teaching 2014,* the evaluator will tag evidence to the appropriate indicator within the domains and provide feedback to the teacher.

CCT Rubric for Effective Teaching 2014 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	**Domain 2:** Planning for Active Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **1b**. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. **1c**. Maximizing instructional time by effectively managing routines and transitions.	**2a**. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. **2b**. Planning instruction to cognitively engage students in the content. **2c**. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning	**Domain 4:** Professional Responsibilities and Teacher Leadership
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing instructional content for learning. **3b**. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. **3c**. Assessing student learning, providing feedback to students and adjusting instruction.	**4a**. Engaging in continuous professional learning to impact instruction and student learning. **4b**. Collaborating to develop and sustain a professional learning environment to support student learning. **4c**. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:					
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible** Sources of Evidence
ATTRIBUTES	**Positive interactions with Respect for all Students (1,2) 1a1**	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive interactions and does not establish a positive learning environment	Interactions are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive interactions/learning environment	Interactions are consistently positive and respectful and the teacher regularly promotes positive interactions/learning environment	Fosters an environment that proactively demonstrate positive-interactions. Acknowledges and incorporates students' cultural, social and emotional and developmental diversity to enrich learning opportunities.	-Addressing learners by name-Welcoming all students and exhibiting and promoting pro-social behavior at all times. -Whole class behavior system -Individual behavior system -Materials that reflect the diversity in in the class of the learners' social/emotional, cultural or developmental differences/learning styles (example: class library, other languages utilized) -Measurable content and language objectives, essential questions posted and used, connected to district initiatives - Teacher feedback to students -Students attending to the speaker -High expectations held for all students -Posted schedule, agenda, do now -Students share tentative ideas -Behavioral Contract -Class Rules -Use of multiple modalities for success for all learners - Students asks questions and seeks clarification -Students attempt to learn new things -Self-scoring Rubrics -Reflections -Goal Setting -Students encouraging and supporting each other -Promoting Manners -One on one conferences -Support and encouragement of student questions -Body Language and Tone -Evidence of conflict resolution being taught/used to solve issues (Example: "I" statements)
	Sets High Expectations for Students in a Safe Environment which supports risk taking (3) 1a2	Establishes low expectations for student learning and discourages students from taking risks.	Establishes high expectations for some and creates a learning environment in which some students are willing to take risks	Establishes and consistently reinforces high expectations for learning for all students in an environment where most students are willing to take risks.	Creates opportunities for students to set high goals, take responsibility for their own learning, takes risks and are encouraged to take risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.	

1 *Learning needs of all students:* Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

2 *Student Diversity:* Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, emotional, developmental/ intellectual abilities, social religious beliefs, political beliefs, or other ideologies.

3. *Risk taking (RT)* was *defined* as engaging in adaptive learning behaviors. (sharing tentative ideas, asking questions, attempting to do and learn new things) that placed the learner at *risk* of making. mistakes or appearing less competent than others *risk taking* (RT) was *defined* as engaging in adaptive learning behaviors. (Sharing tentative ideas, asking questions, attempting to do and learn new things) that placed the learner at *risk* of making. mistakes or appearing less competent than others. Academic, physical, mental, social and emotional, behavioral and/or willingness to try something new and challenging.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:					
INDICATOR 1b: Promoting developmentally appropriate standards of behavior (social, cultural, behavioral, emotional) that support a productive learning environment for all students.					
		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of ACCOMPLISHED plus one or more of the following:	Possible Sources of Evidence
ATTRIBUTES	Communicating, reinforcing and maintaining appropriate standards of behavior (4) 1b1	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations.	Establishes high standards of behavior, which are consistently, reinforced resulting in little or no interference with student learning and evidence teacher responds to misbehavior.	Student behavior is completely appropriate. OR Teacher effectively responds to misbehavior without loss of instructional time.	-Whole class behavior system -Routines and rules are evidenced -Organized materials -Pre planned groups -Behavior management strategies; such as using humor to address misbehavior, time out, take a break, partner classrooms Physical proximity, Planned ignoring, goal setting, parent contact -Consistently, quickly and equitably address behavior -Individual behavior systems -Teacher Positively Redirects Students -Utilizing Restorative Practices -Social Curriculum
	Promoting social competence and responsible behavior (5) 1b2	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their own actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their own actions	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their own actions	

4 *Proactive strategies:* Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

5 *Social competence:* Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation

6. *Restorative Practices* is an effective alternative to punitive consequences that brings together persons harmed with persons responsible in an effort to promote dialogue and accountability to attempt correction of the negative action.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers create a positive, safe and productive environment in order to maximize learning					
INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions					
ATTRIBUTES		**NOT MEETING STANDARD**	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
	Routines and transitions appropriate to needs of students 1c1 (6)	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.	-Physical environment supports the learning needs and clearly reflects the backgrounds and interests of the students. -Timing of lesson and transitions -Observable routines; such as *homework collection *passing out papers *material management *proper clean up *entering and exiting a room
	Physical Environment 1c2	Physical environment is not designed to support student learning.	Physical environment is designed to support student learning.	Physical environment supports the learning needs of students and clearly reflects safety and collaboration	Physical environment supports the learning needs of students and clearly reflects safety and collaboration, along with clearly reflecting the backgrounds and interests of all students.	-Clean and organized space -Traffic patterns reflect safety -Promotes student organization systems -Adheres to fire safety codes -Unobstructed traffic flow -Areas that support small group and independent work/learning -Walls that teach (aligned graphic organizers, anchor charts, posted strategies, DOK, and word walls for content areas) -Data wall -Goals posted -Authentic student work posted -Adheres to fire safety codes

6 _**Routines and transitions:**_ Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Content of lesson plan is aligned with standards and provides appropriate progression and level of challenge of concepts 2a1**	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. Does not appropriately progression content of the lesson plan.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards. Partially aligns content of the lesson plan within the progression of lessons; and inconsistently plans for an appropriate level of challenge.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards. Aligns content of the lesson plan within the progression of lessons; and plans for an appropriate level of challenge.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance. Plans to challenge students to extend their learning to make real world connections.	-Planning for the use of: visuals -ELL data/strategies such as using LAS Links scores during planning -Questioning strategies -Partnering/Grouping strategies -Self- scoring of Rubrics -Appropriate pacing -Remediation
	Planned differentiation based on students' learning needs and data. 2a2	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses data to determine individual students' prior knowledge and skills to plan targeted, differentiated instruction that advances the learning of students.	Plans for students to monitor, reflect and/or evaluate their own learning process.	- Incorporates written or oral self-reflection by students - Evidence of incorporating pre-assessment data -District MAPs curriculum -District MAPs pre and post assessments -District Benchmarks -Essential questions -Common Core State Standards (all subjects; ex. NGSS, NITS)
	Content/Subject Literacy strategies 2a3	Plans instruction that includes few opportunities for students to develop content/subject literacy strategies or academic vocabulary.	Plans instruction that includes some opportunities for students to develop content/subject literacy strategies or academic vocabulary in isolation.	Plans instruction that directly utilizes strategies for developing content/subject literacy strategies or academic vocabulary.	Designs opportunities to allow students to independently select content/subject literacy strategies that support their learning for the task.	

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 2b: Planning instruction to cognitively engage students in the content.					
ATTRIBUTES		**NOT MEETING STANDARD**	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
	Strategies, tasks and questions that cognitively engage students 2b1	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.	-content/subject -Grouping strategies -Pre-planned student discourse -Planning for sufficient time for student discourse - Pre-planned leveled questions using Blooms Taxonomy and Webb's Depth of Knowledge -Real world connections could include • Debates • Simulations • Web-quests • Experiences • Exploration -Gradual release of responsibility -Scaffolding
	Instructional resources and flexible groupings to support active engagement and new learning 2b2	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students actively and minimally support new learning.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for real-world, global and/or career connections that actively engage students and extend new learning.	

Extension – planning activities, materials and instruction for students who are able to delve into the topic deeper.

Underlined text reflects CT Core Standards connections.

11 **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources).

12 **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

13 **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

14 **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

15 **Active engagement:** refers to the joint functioning of motivation, conceptual knowledge, cognitive strategies, and social interactions in learning activities

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 2c: Selecting appropriate assessment strategies to monitor student progress.					
ATTRIBUTES		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of ACCOMPLISHED plus one or more of the following:	Possible Sources of Evidence
	Criteria for student success 2c1	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.	-Use of a self-scoring rubric -Student checklist -Measurable Content and Language Objectives -Exit ticket -Teacher Anecdotal Notes, Observation CFA's Essential Questions
	Ongoing assessment and monitoring of student learning 2c2	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.	

15 *Assessment Strategies* are used to evaluate student learning during and after instruction.

- **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
  - **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met

16 **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

17 **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

18 *Instructional resources:* Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Active engagement ; refers to the joint functioning of motivation, conceptual knowledge, cognitive strategies, and social interactions in learning activities.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 3a: Implementing instructional content for learning.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Instructional purpose and content accuracy 3a1**	Does not clearly communicate learning expectations to students and/or makes multiple content errors.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification and/or makes minor content errors.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards and makes no content errors or self corrects	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum. Cognizant and proactive in addressing student misconceptions during the lesson and adjusts for all learners.	-Posted and utilized language and content objectives and essential question(s). -Links to Common Core/Standards -Questioning strategies -Anticipation guide posted/Do Now's -Scaffolding strategies -Vocabulary Word Wall Literacy Strategies (Marzano's 9 Essential Strategies summarizing/note taking, similarities and differences, predictions, reinforcing effort/recognition, homework/practice, non-linguistic representation) DOK/Blooms Levels (plug in)
	Content progression and level of challenge 3a2	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make global, real-world and career connections.	
	Content/Subject Literacy strategies 3a3	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that directly utilizes strategies for developing discipline-specific literacy strategies or academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.	

Domain 3: Instruction for Active Learning

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

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

INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence- based learning strategies.

		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of ACCOMPLISHED plus one or more of the following:	Possible Sources of Evidence
ATTRIBUTES	**Use of Strategies, tasks and level of questioning 3b1**	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Utilize differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to pose their own questions and problem-solving strategies, synthesize and communicate information.	-Use and Level of Questioning strategies -Use of Blooms and Webb's taxonomy - Effective cooperative groups -Student choice -Use of SIOP strategies --Gardner's Multiple Intelligence -Multiple Modalities (Musical, Bodily-Kinesthetic, Interpersonal, Verbal-Linguistic, Logical-Mathematical, Naturalistic, Intrapersonal,
	Instructional resources and flexible groupings 3b2	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively and support new learning.	Uses resources and/or grouping strategies that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.	
	Student responsibility, leadership and independence 3b3	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Ensures that students assume considerable leadership for the success of the learning task, initiating topics and making unsolicited contributions.	

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 3c: Assessing student learning, providing feedback to students and adjusting instruction.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Criteria and feedback for student success 3c1**	Does not communicate criteria for success and/or opportunities for students to self-assess are rare. Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Communicates general criteria for success and provides limited opportunities for Students to self-assess. Provides feedback that partially guides students toward the intended instructional outcomes.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess. Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Integrates student input in generating specific criteria for assignments. Encourages peer feedback that is specific and focuses on advancing student learning.	- Students using strategies and materials in a variety of modalities. -Specific written feedback -Conferencing with students -Peer conferencing -Rubrics -Self-reflections -Anecdotal notes
	Ongoing assessment of student learning and Instructional Adjustments 3c2	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective. Makes no attempts to adjust instruction, when adjustment is necessary.	Assesses student learning with focus primarily on whole-class progress toward achievement of the intended instructional outcomes. Makes some attempts to adjust instruction.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes. Adjusts instruction as necessary in response to individual and group performance.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning Empowers students to identify and advocate instruction that will be effective for them as individual learners.	

19 **_Feedback:_** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

20 **_Instructional adjustments:_** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:					
INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Teacher self-evaluation/ reflection and impact on student learning 4a1**	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	-Running a professional book club - Attendance and active participation in professional development -Reflective notes on lesson plans -Participation in online courses -Sharing out of professional learning -Engaging in peer observations/instructional rounds - Actively utilizing the evaluation rubric and/or coaches, PLCs and colleagues.
	Response to feedback 4a2	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices from administrator and/or colleagues.	
	Professional learning 4a3	Attends required professional learning opportunities but resists participating/contributing.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.	

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:					
**INDICATOR 4b:** Collaborating to develop and sustain a professional learning environment to support student learning.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** Plus one or more of the following:	**Possible** Sources of Evidence
ATTRIBUTES	**Collaboration with colleagues 4b1**	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	-Preparation and actively participates in data teams and other school meetings -Using email professionally with confidentiality -Knowledgeable of district policies and Connecticut code of professional responsibility for Educators. -Advocates for students' rights -Solution oriented
	Professionalism and Ethics 4b2	Disregards ethical codes of conduct and professional standards, including the ethical use of technology.	Acts in accordance with ethical codes of conduct and professional standards, including the ethical use of technology.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards, including the ethical use of technology.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice and students' rights including the ethical use of technology.	

21 *Culturally-responsive Communications:* Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

7 *Level of challenge:* The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. **Hess's Cognitive Rigor Matrix** — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

8 *Lesson plan:* a purposeful planned learning experience.

9 *Connecticut content standards:* Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

10 *Literacy Strategies:* Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language **(reading/writing, listening/speaking)**; using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Differentiation Examples: grouping, level of support, materials, pacing, extensions, modifications, accommodation

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:					
INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **ACCOMPLISHED** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTE	**Positive school climate 4c1**	Does not contribute to a positive school climate.	Participates in school wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.	-Collaboration with support staff and family liaison -Solution oriented -Parent letters in both Spanish and English -Welcome letters to students -Continuous communication with families -Emails with families -Participating in community events.
	Family and community engagement 4c2	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.	

Culturally responsive communications 4c3	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community	-Home visits -School wide behavior system