STUDENT TEACHING EVALUATION

General Information	Custom Form	Preview

NOTE: In order to receive credit for student teaching, candidates must not have a rating of (1) Not Proficient and must have at least 10 competencies in the (3) Proficient or (4) Highly Proficient range.

STUDENT TEACHING EVALUATION RUBRIC

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

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. ☐ NA	○ 1 Has low expectations for students base on poverty, background, disability or racial, cultural or language differences. Little indication that the teacher considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. Does not address students in a respectful manner.	○ 2 Has inconsistent academic and/or behavioral expectations for some students based on poverty, background, disability or racial, cultural or language differences Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. Treats all students with respect.	○ 3 Has high academic and behavioral expectations for all students regardless of poverty, background, disability or racial, cultural or language differences. Selects content and designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. Creates a classroom environment in which all students are treated with respect regardless	○ 4 Has consistently high academic and behavioral expectations for all students regardless of poverty, background, disability or racial, cultural or language differences. Selects content and designs learning opportunities that capitalize on students' diverse backgrounds and interests to enrich the learning community. Creates a classroom environment which supports students in becoming role	*Score*

Skip Navigation

interests and skill levels.

models for treating others with respect.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

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

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
2.2 Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry. ☐ NA	○ 1 Directs most tasks and students have few opportunities to develop independence. Some students are consistently not engaged in the learning activities and the candidate makes few attempts to re-engage students.	○ 2 Asks students to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks. Attempts to re-engage students who are off-task.	○ 3 Provides some strategies and opportunities to set and monitor their own learning or behavior goals. Uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.	○ 4 Students are involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries. Students monitor or evaluate their own learning process and progress. Students support one another's	*Score*

engagement in the learning process.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

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

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
2.3 Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs. ☐ NA	○ 1 Provides limited modeling or explicit teaching to facilitate the acquisition of social skills.	○ 2 Teacher interactions with students and other adults model socially competent behavior. Articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. Implements a limited range of	○ 3 Provides explicit instruction and support of student mastery of appropriate social skills and ethical and responsible behavior. Structures opportunities (planned and 'teachable moments') for students to discuss, learn, practice and reinforce Skip Navigation skills.	○ 4 Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher-student and student-student interactions. Designs and implements strategies to support students' independence in seeking to improve	Score

				their own social, ethical and responsible behavior.
	strategies or interventions in response to student needs.	Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.		

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

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

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
2.4	○ 1	○ 2	○ 3	○ 4	*Score*
Fostering appropriate standards of behavior that support a productive learning environment for all students. ☐ NA	Limited or inconsistent communication of rules and expectations for behavior. Student behavior interferes with instruction or others' opportunity to learn.	Clearly communicates rules and expectations for behavior to students. Promotes and reinforces positive behavior consistent with established expectations.	Considers students' input to create and monitor rules and consequences across varied learning environments. Facilitates students' perseverance in	Student behavior is consistent with established rules/norms. Students promote behavior that supports a productive learning environment.	

Skip Navigation

Student behavior interferes with the emotional or physical safety of others. Consequences may be inappropriate and/or inconsistently applied.	Consequences are appropriate and applied in a timely fashion.	with established expectations. Redirects student behavior when necessary and consistently enforces appropriate consequences.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

<u>A</u>

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

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions.	○ 1 Instructional time is lost due to the lack of established routines. Instructional time is lost because instructional	○ 2 Routines have been established but may not be efficient. Instructional arrangements ar planned but some	○ 3 Manages established routines and transitions to increase learning time but some Skip Navigation require some	○ 4 Manages established routines and transitions to maximize student learning time and	*Score*

NA	arrangements have not been pre-determined or there are not clear directions to guide transitions. All necessary instructional materials are not readily available.	instructional time is lost because the teacher continually redirects students through transitions. Materials are available but there are no established procedures for their access or use.	assistance from the teacher. Materials are organized and available and students know how to access them with minimal direction from the teacher.	promote student independence.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 3: Planning for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient`	Highly Proficient	Score
3.1 Demonstrating appropriate discipline-specific knowledge and skills to promote student conceptual understanding and determining students' prior knowledge to	○ 1 Does not demonstrate appropriate discipline-specific knowledge and skills to promote student conceptual understanding. Uses general	○ 2 Demonstrates limited discipline-specific knowledge and skills to promote student conceptual understanding. Uses general understanding of	○ 3 Demonstrates discipline-specific knowledge and skills to promote student conceptual understanding. Uses multiple Skip Navigation about students	○ 4 Demonstrates in-depth discipline-specific knowledge and skills to promote student conceptual understanding. Analyzes student performance data	Score

ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. ☐ NA	understanding of the content, not data about the students' learning needs, to plan instruction. Instruction plans are generally not differentiated and/or not at an appropriate level of challenge.	students' prior content knowledge and skills to plan instruction. Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students.	prior knowledge, skills and understanding of concepts to plan instruction. Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students.	to determine individual learning needs and plan instruction. Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning. Rubric Score: Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 3: Planning for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
3.2 Developing and organizing	○ 1	○ 2	○ 3	○ 4	Score

coherent, interdisciplinary and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline including discourse and/or inquiry based learning. ☐ NA	Develops discrete lessons and activities related to specific skills in the curriculum. Students' prior knowledge, skills and interests are ignored.	Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests.	Develops and organizes lessons and units of instruction that, at times, incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: •using strategic questions for discourse or inquiry based learning; •anticipating and teaching to content misconceptions; •making real-world, career or global connections with the content; or •making interdisciplinary connections.	Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: •using strategic questions for discourse or inquiry-based learning; •anticipating teaching to content misconceptions; •making real-world, career or global connections with the content; or •making interdisciplinary connections. Rubric Score: Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

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Skip Navigation

CCT Domain 3: Planning for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
3.4 Selecting appropriate strategies to monitor ongoing student progress. ☐ NA	○ 1 Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals.	○ 2 Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. Plans to provide students with information about their current progress, including general strengths and areas of need. Plans include sharing assessment criteria with students.	○ 3 Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning. Plans strategies to engage students in using assessment criteria to assess their own work.	○ 4 Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRE **BLE ratings.**

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CCT Domain 3: Planning for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
3.7 Designing or selecting academic/behavioral interventions and strategies through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone individually or in groups. ☐ NA	○ 1 Identifies academic or behavioral concerns without a defined plan of intervention.	○ 2 Prepares to address targeted academic or behavioral concerns. Plans to document anticipated responses to strategy/use of materials.	○ 3 Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses data with colleagues to inform planning for interventions.	○ 4 Selects or designs supplemental or specialized instructional or behavioral interventions and strategies to meet students' diverse needs. Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions. Rubric Score: Rubric Mean:	*Score*

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

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Skip Navigation

CCT Domain 3: Planning for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
3.9 Including strategies for teaching and supporting contenta area literacy skills--and when appropriate, numeracy skills-- across the curriculum. ☐ NA	◯ 1 Limited planning for teaching content area literacy or numeracy skills.	◯ 2 Plans to include use of strategies and materials that focus on either: •literal comprehension of content; or •process and structure of writing / communicating ideas. Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within their content area.	◯ 3 Plans to include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicated about content-related text. Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent,	◯ 4 Plans to include use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize and respond to content-related text. Plans to include use of a variety of resources to build students ability to represent, interpret and analyze data and/or to solve mathematical problems. Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within	*Score*

or

to solve mathematical problems.

and among content areas and help them to understand the importance of literacy and numeracy in the world around them.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

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CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.1 Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning ☐ NA	○ 1 Teaches the content of the general curriculum with limited consideration of student learning needs. Instruction engages students primarily in learning lower level skills.	○ 2 Uses strategies that are based on general knowledge or data about student learning. Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or	○ 3 Uses instructional strategies that are explicit, varied and scaffold instruction based on specific data about student learning. Instruction engages students in applying, analyzing and evaluating their Skip Navigation opportunities to	○ 4 Uses instructional strategies that are explicit, varied and scaffold instruction; are based on specific data about student learning and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content,	*Score*

creating new learning. | create new learning. | applications or contexts.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.2 Using technological and digital resources (in a professional and ethical manner) strategically to support learning. ☐ NA	○ 1 Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc...).	○ 2 Promotes use of technological or digital resources to help students access, organize and present information. Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats.	○ 3 Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to demonstrate and apply learning. Provides guidance for students to be critical consumers of information accessed through a variety of media	○ 4 Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities. Requires evidence that students are critical consumers of information accessed through a variety of media formats.	Score

Skip Navigation

Monitoring provides ongoing support to help students analyze, interpret and communicate information to demonstrate and apply learning.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning. ☐ NA	○ 1 Primarily provides information to students. Uses questions and activities that focus on recall and comprehension of information.	○ 2 Uses instructional strategies that focus on having students develop skills. Discussions are generally teacher directed and beginning to focus on more open ended questions	○ 3 Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts. Engages students in active learning	○ 4 Uses instructional strategies that scaffold learning, promote curiosity about the content and lead students to develop questions and explore solutions to problems. Consistently facilitates students'	*Score*

Skip Navigation

inquiry-based
learning activities
with teacher
guidance.

engagement in
active learning
strategies such as
discourse or
inquiry-based
learning leading to
student
independence.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

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CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.4	○ 1	○ 2	○ 3	○ 4	*Score*
Varying the student an teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.	Primarily directs students through learning activities. Teacher takes responsibility for instructional and non-instructional tasks.	Provides opportunities for questioning / clarification of content and to discuss concepts presented. Provides opportunities for students to take responsibility for	Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. Provides opportunities for	Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. Provides opportunities for students to develop and facilitate	
☐ NA					

Skip Navigation

| | | | non-instructional tasks. | | some learning activities. | | individual and collaborative learning activities. |
| | | | | | | | |

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.5 Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. *Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers*	○ 1 Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. Supplemental intervention for students who need academic or behavioral support	○ 2 Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. Occasionally provides supplemental intervention for	○ 3 Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments, and/or modified content/materials. Routinely provides supplemental Skip Navigation d upon data related	○ 4 Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. Routinely provides	*Score*

two and three. ☐ NA	is provided solely by others.	students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner.	to student learning needs, is provided routinely for students who need academic or behavioral supports.	supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks. ☐ NA	○ 1 Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). Few instructional	○ 2 Monitoring focuses on whole class development of skills. Instructional adjustments (during and between lessons focus primarily on	○ 3 Monitoring focuses primarily on data relative to progress of groups of students. Instructional adjustments (during lessons) or	○ 4 Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. Instructional adjustments (during and between	*Score*

Skip Navigation

adjustments are made.	pacing and procedures.	materials, explanations, teaching strategies or the addressing of student misconceptions (during and between lessons) are based on group struggles or progress with content or skills.	lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 4: Instruction for Active Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	○ 1 Provides feedback to students about the quality of their work / performance that is general and may be inconsistent or inaccurate.	○ 2 Provides feedback to students about the quality of their work / performance that is consistent and accurate but often general.	○ 3 Provides feedback to students about the quality of their work / performance that is specific and accurate and reinforces effective	○ 4 Provides feedback to students about the quality of their work / performance that is specific and accurate, reinforces effective practices, leads to understanding and	Score

practices and understanding.

challenges students to extend thinking.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

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CCT Domain 5: Assessment for Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
5.1 & 5.2	○ 1	○ 2	○ 3	○ 4	Score
Understanding the different purposes and types of assessment and using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.	Does not demonstrate an understanding of the different purposes and types of assessment. Relies primarily on summative (final) assessments to report performance or assign grades. Assessments do not provide students varied opportunities to demonstrate their	Demonstrates limited understanding of the different purposes and types of assessment. Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or	Demonstrate a clear understanding of the different purposes and types of assessment. Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit standards.	Demonstrates an in-depth understanding of the different purposes and types of assessment. Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide	
☐ NA					

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learning in different ways.

continued with minimal adjustment.

Assessments are occasionally varied to provide different ways for students to demonstrate their learning.

Assessments provide different ways for students to demonstrate their learning.

students an opportunity to learn from their performance.

Assessments are designed to provide students with alternative ways to demonstrate their learning.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 5: Assessment for Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.	○ 1 Assessments primarily measure recall of information. Provides data on student growth, which is limited to summative assessment grades	○ 2 Assessments measure knowledge and skills. Provides written data on student growth, which includes general information and	○ 3 Assessments measure knowledge, skills and some concepts. Compiles data on student growth	○ 4 Assessments continually measure knowledge, skills and critical concepts in the content area. Compiles data on student growth,	Score

Skip Navigation

☐ NA	and task completion, without analysis about how to help improve student learning or behavior.	inferences about student achievement or struggles with course curriculum standards.	include specific information and analysis about successes or struggles with course curriculum, literacy or organizational or behavioral skills. Identifies general instructional needs for additional focus, support or enrichment.	based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy or organizational, behavioral, social / emotional skills, with detailed evidence and examples of performances. Analyzes data to inform design of specific intervention strategies, enrichment, departmental / grade level curriculum changes or school-wide behavioral strategies to support growth of individual students and groups of students.

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

Skip Navigation

CCT Domain 5: Assessment for Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress. ☐ NA	○ 1 Meets with colleagues to review assessment data but does not use information to inform instruction.	○ 2 Meets with colleagues to review and interpret assessment data and uses data to plan instruction.	○ 3 Collaborates with colleagues to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individual students and/or small groups.	○ 4 Proactively communicates student assessment data with team and/or colleagues and collaborates to improve grade leel or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

	Proficiency			Highly Proficient

5.5	○ 1	○ 2	○ 3	○ 4	Score
Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning ☐ NA	Assessment criteria are not clear and/or are communicated after the assessment. Feedback is generally provided as numerical or letter grades.	Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. Feedback includes numerical or letter grades and some general comments about students' weaknesses.	Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. Teacher assists students in assessing their own work and/or the work of their peers. Feedback, in writing or orally, describes the strengths and weaknesses in the student performance and includes suggestions for improvement.	Criteria are clearly communicated to students prior to an assignment or assessment, includes rubrics or exemplars of student work, and involves students in developing the evaluation criteria or their own goals for achievement / progress. Students evaluate their own work or the work of their peers. Feedback, in writing or orally, describes the strengths and weaknesses in the student performance and includes suggestions for improvements. Rubric Score: Rubric Mean:	

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 5: Assessment for Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators. ☐ NA	○ 1 Communicates results to students and families, mainly through grades, report cards and mandated parent / teacher conferences or when issues reach critical stage.	○ 2 Communicates expectations and results with students and families through grades, report cards and mandated parent / teacher conferences and when a student is experiencing difficulty with academics or behavior. Occasionally consults other educators for possible strategies when the teacher's academic or behavioral interventions for students are not successful.	○ 3 Regularly communicates expectations and performance results with students, families and/or other educators. Proactively enlists the support of other educators and/or families to address specific academic or behavioral performance needs.	○ 4 Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in-depth information. Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develops performance expectations.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 5: Assessment for Learning

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
5.8 Using academic, behavioral and health data to select and/or design interventions and assist in the development of individualized educational programs for students with disabilities. ☐ NA	◯ 1 Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs. If applicable, has limited participation in the development of individualized educational programs.	◯ 2 Uses data from limited sources to develop intervention strategies. If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	◯ 3 Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress. If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	◯ 4 Uses multiple sources of data and seeks support from specialists to monitor students' progress and to design or refine interventions, including differentiated instruction. If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
6.1 & 6.2 Continually engaging in reflection, self-evaluation and professional development (formal and informal) to enchance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning. ☐ NA	○ 1 Demonstrates a pattern of unprofessional behavior. No evidence of continuous engagement and reflection.	○ 2 Sometimes demonstrates an unprofessional behavior even though the behavior may not put students at immediate risk. Engages in reflection, self-evaluation and professional development to enhance his/her understanding of content, pedagogical skills and resources.	○ 3 Demonstrates a pattern of professional behavior. Engages in reflection, self-evaluation and professional development to enhance his/her understanding of content, pedagogical skills, resources and the impact of his/her actions on student learning.	○ 4 Demonstrates a consistent pattern of professional behavior. Continuously engages in reflection, self-evaluation and professional development skills to enhance his/her understandings of content, pedagogical skills, resources and the impact of his/her actions on student learning.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Not Proficient	Proficient	Highly Proficient	Score
6.3 & 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies and curricula (to support student learning and positive school climate). ☐ NA	○ 1 Does not engage in dialogue with colleagues and administrators to examine student learning data, instructional strategies and curricula to support student learning.	○ 2 Engages sporadically in dialogue with colleagues and administrators to examine student learning data, instructional strategies and curricula to support student learning.	○ 3 Engages in regular dialogue with colleagues and administrators to examine student learning data, instructional strategies and curricula to support student learning.	○ 4 Continuously engages in dialogue with colleagues and administrators to examine student learning data, instructional strategies and curricula to support student learning and positive school environment.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
6.5 & 6.10 Collaborating with colleagues, administrators, families, and special services staff [to develop individualized student success plans (e.g. attending PPT and SRBI Data team)] and to monitor the impact of instructional or behavioral support and interventions. ☐ NA	○ 1 Does not attend the PPT or SRBI Data Team meetings. Does not collaborate with colleagues, administrators, families, and special services staff to develop individualized student success plans and to monitor the impact of instructional or behavioral support and interventions.	○ 2 Attends at least one PPT and one SRBI Data Team meetings. Collaborates with colleagues to develop individualized student success plans and to monitor the impact of instructional or behavioral support and interventions.	○ 3 Attends and actively participates in at least one PPT and one SRBI Data Team meetings. Collaborates with colleagues, administrators, families, and special services staff to develop individualized student success plans and to monitor the impact of instructional or behavioral support and interventions.	○ 4 Regularly attends and actively participates in the PPT and SRBI Data Team meetings. Continuously Collaborates with colleagues, administrators, families, and special services staff to develop individualized student success plans and to monitor the impact of instructional or behavioral support and interventions.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
6.6 Proactively communicating in culturally respectful and sensitive ways with families (including the professional and ethical use of technology) in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning. ☐ NA	○ 1 Does not communicate in culturally respectful and sensitive ways with families. Does not use available communication technology in a professional and ethical manner.	○ 2 Does not exhibit a pattern of culturally respectful and sensitive communication with families in order to ensure their ongoing awareness of student progress and encourages opportunities to support their child's learning. Uses available communication technology periodically.	○ 3 Exhibits a pattern of culturally respectful and sensitive communication with families to ensure their ongoing awareness of student progress and encourages opportunities to support their child's learning. Uses available communication technology in a professional and ethical manner.	○ 4 Exhibits a pattern of proactive culturally respectful and sensitive communication with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning. Uses communication technology in a professional and ethical manner to support student learning and positive school climate.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

A

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process. ☐ NA	○ 1 Does not demonstrate accurate understanding of the legal rights of students with disabilities or their families within the intervention, referral and individualized education plan process.	○ 2 Demonstrates limited understanding of the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process.	○ 3 Demonstrates a general understanding of the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process.	○ 4 Demonstrates consistent understanding of the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process.	*Score*

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
6.8 & 5.7 Understanding how ones race, gender and culture affect professional interactions with students, families and colleagues [including the students with special needs]. ☐ NA	○ 1 Does not demonstrate accurate understanding of how ones race, gender and culture affect professional interactions with students, families and colleagues.	○ 2 Demonstrates limited understanding of how ones race, gender and culture affect professional interactions with students, families and colleagues.	○ 3 Demonstrates general understanding of how ones race, gender and culture affect professional interactions with students, families and colleagues. Demonstrates cultural sensitivity.	○ 4 Demonstrates consistent understanding of how ones race, gender and culture affect professional interactions with students, families and colleagues. Demonstrates cultural sensitivity and appreciation. Rubric Score: Rubric Mean:	*Score*

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

CCT Domain 6: Professional Responsibilities and Teacher Leadership

All competencies must be evaluated. Please do not choose the 'NA' option.*

	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	Score
6.11	○ 1	○ 2	○ 3	○ 4	*Score*
Conducting themselves as professionals in accordance with the Connecticuts Code of Professional Responsibility for Educators. ☐ NA	Does not conduct himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	Adequately conducts himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	Conducts himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	Consistently conducts himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	

Rubric Score:

Rubric Mean:

Please enter any additional data here. Please note this is REQUIRED for any UNACCEPTABLE ratings.

GRADE

Total Score:

Total Mean:

0.0

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