**Chart Aligning the Student Teaching Evaluation Instrument Competencies to Connecticut’s Common Core of Teaching (CCCT), Preservice Teaching Competencies (PTC), Eastern’s Conceptual Framework (CF) and NCATE standards,**

All competencies are scored on a four-point scale, ranging from a score of 1 for “not proficient” to 2 for “limited proficiency,” 3 for “proficient” and 4 for “highly proficient.”Please see the Instrument (Appendix A2) for the performance indicators for each measure

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| **Student Teaching** **Competencies** | **Connecticut’s Common Core of Teaching (CCCT)** | **Preservice Teaching Competencies (PTC)** | **Conceptual Framework (CF)** | **NCATE 1.1 a Content Knowledge** | **NCATE 1.1b Pedagogical Content Knowledge** | **NCATE 1.1c Professional & Pedagogical Knowledge & Skills** | **NCATE 1.1d Student Learning** | **NCATE 1.1g****Professional Dispositions** |
| Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.  | 2.1. | PTC: 1A, 1B | DIV: 5.1 |  | X |  |  |  |
| Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.  | 2.2. | PTC: 1B, 2G | CNK: 1.1; PDK: 2.1, 2.3 |  | X |  |  |  |
| 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.  | 2.3. | PTC: 3B, 3C | PDK: 2.1, 2.2 |  | X |  |  |  |
| Fostering appropriate standards of behavior that support a productive learning environment for all students.  | 2.4. | PTC: 3A, 3B, 3D | PDK: 2.1, 2.2; DIV: 5.1 |  |  | X |  |  |
| Maximizing the amount of time spent on learning by effectively managing routines and transitions.  | 2.5. | PTC: 3D | PDK: 2.2 |  |  | X |  |  |
|  [Demonstrating appropriate discipline-specific knowledge and skills to promote student conceptual understanding] and determining students’ prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.  | 3.1. |  | CNK: 1.1; PDK: 2.1, 2.2, 2.3; INT: 3.1; 3.2 |  | X |  |  |  |
| Developing and organizing 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]. [It also includes 3.6 & 3.8.]  | 3.2. | *PTC: 2G* | *PDK: 2.1, 2.2, 2.3; INT: 3.1, 3.2* |  | X |  |  |  |
| Selecting appropriate assessment strategies to monitor ongoing student progress.  | 3.4. | PTC: 4C | PDK: 2.4; INT: 3.2 |  |  |  | X |  |
| 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]. [It also includes 3.5]  | 3.7. | PTC: 1A, 2C, 3A | PDK: 2.2, 2.3; DIV: 5.1 |  |  | X |  |  |
| Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills [across the curriculum]. [It also includes 1.1, 1.5, & 1.6] L & Literacy N-Numeracy  | 3.9. | PTC: 2B | CNK: 1.1, PDK: 2.1, 2.2; INT: | X |  |  |  |  |
| Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.  | 4.1. | PTC: 2A | PDK: 2.2, 2.4 |  | X |  |  |  |
| Using technological and digital resources [in a professional and ethical manner] strategically to support learning. [It also includes 1.3, 1.4, &amp; 6.9]  | 4.2. |  | TTT: 4.1 |  | X |  |  |  |
| Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.  | 4.3. | PTC: 1B, 2G | PDK: 2.1, 2.3 |  | X |  |  |  |
| Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.  | 4.4. |  | PDK: 2.1 |  |  | X |  |  |
| 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 two and three. | 4.5. | *PTC: 2A, 2F* | *PDK: 2.3; DIV: 5.1* |  | X |  |  |  |
| Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.  | 4.6. | PTC: 2D | PDK: 2.4 |  |  |  | X |  |
| Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.  | 4.7. | PTC: 2E | PDK: 2.4 |  |  |  | X |  |
|  [Understanding the different purposes and types and 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.  | 5.1 & 5.2. | PTC: 4A, 4B, 4C | PDK: 2.4 |  |  |  | X |  |
| 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.  | 5.3. |  | PDK: 2.4 |  |  |  | X |  |
| Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress.  | 5.4. | PTC: 4D, 4E | PDK: 2.4; PRF: 6.1 |  |  |  | X |  |
| Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.  | 5.5. | PTC: 2E, 4B | PDK: 2.4 |  |  |  | X |  |
| Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.  | 5.6. | PTC: 3B, 4D | PDK: 2.4; PRF: 6.1 |  |  | X |  |  |
| 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.  | 5.8. | PTC: 4C | PDK: 2.4; DIV: 5.1 |  |  |  | X |  |
| Continually engaging in reflection, self-evaluation and professional development [formal and/or informal] to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning.  | 6.1 & 6.2 | PTC: 5E |  |  |  |  |  | X |
| Collaborating with colleagues and administrators to examine student learning data, instructional strategies, and curricula [to support student learning and positive school climate].  | 6.3 & 6.4 | PTC: 5B | PRF: 6.1 |  |  |  |  | X |
| 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.  | 6.5 & 6.10 | PTC: 5A, 5B, 5C | DIV: 5.1; PRF: 6.1 |  |  |  | X |  |
| 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 [It also includes 1.4, 5.7 & 6.9]  | 6.6 | PTC: 5D | TTT: 4.1; DIV: 5.1; PRF: 6.1 |  |  |  |  | X |
| Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.  | 6.7 | PTC: 5A | DIV: 5.1; PRF: 6.1 |  |  | X |  | X |
| Understanding how one’s race, gender and culture affect professional interactions with students, families and colleagues [including the students with special needs].  | 6.8 & 5.7 | PTC: 5D | DIV: 5.1; PRF: 6.1 |  |  |  |  | X |
| Conducting themselves as professionals in accordance with the Connecticut’s Code of Professional Responsibility for Educators.  | 6.11 | PTC: 5A-5E | PRF: 6.1 |  |  |  |  | X |