



CONNECTICUT STATE DEPARTMENT OF EDUCATION
Common Core of Teaching (CCT) Rubric for Effective Teaching



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

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

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

- A. **Pre-Conference:** Before each observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. **Observation:** The observation of practice may include formal or informal in-class observation, non-classroom observations or reviews of practice.
- C. **Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. **Analysis:** The evaluator analyzes the observation and other documentation for either formal or informal observations or reviews of practice and records the information as necessary and identifies the applicable performance descriptors contained in the CCT rubric.
- E. **Ratings:** Based on the training guidelines and decision rules for the CCT Instrument, the evaluator will provide domain level ratings and an overall rating.

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

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

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

Ct Common Core Of Teaching Rubric

Heidi Watkins, Heidi Williams



Ct Common Core Of Teaching Rubric:

Learner-Focused Feedback Amy Tepper, Patrick Flynn, 2020-01-16 New strategies for feedback that supports a culture of learning The skill set required for observing why students are learning and how teachers influence that is a difficult one to master yet it is essential when it comes to driving change and growth in your school This companion to *Feedback to Feed Forward* provides a curated collection of strategies to improve your ability to identify desired outcomes recognize learning in action collect relevant and accurate evidence and develop smart supportive and effective feedback about a teacher's impact on learners And it is not just leaders coaches and administrators who can use this highly accessible how to This time around Tepper and Flynn also address the needs of teachers who double as observers whether they're mentoring new teachers supporting each other or analyzing the effectiveness of their own teaching No matter your role you'll benefit from their expert guidance as well as Authentic classroom examples Observer think alouds Stories from the field with Give It a Try tools and Stop and Think questions Follow up steps specific to your role When classroom observation and feedback are both learner centered focused on students and learning focused focused on teachers as learners they lead to a culture of learning throughout the school Take this book as your guide and explore just how effective your feedback can be **Learner Focused Feedback** has been recognized for focusing on practices that have high effect sizes and will help you translate the groundbreaking Visible Learning research into practice When educators use strategies that have high effects greater than 0.40 they can accelerate student achievement The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so that educators can begin making strategic decisions based on evidence that will utilize their time energy and resources to the best extent possible The Visible Learning research is based on Professor John Hattie's unmatched meta analysis of more than 1,600 research reviews comprising 95,000 studies involving more than 300 million students the world's largest evidence base on what works best in schools to improve student learning From that research Dr Hattie identified more than 250 factors that have an impact on student achievement View a full list of [Feedback to Feed Forward](#) Amy Tepper, Patrick Flynn, 2018-06-13 Feedback that works for leadership that makes a difference As a leader you know that feedback is essential to teachers growth and development But crafting the right feedback can be daunting How do you conduct comprehensive observations accurately analyze lessons for effectiveness and develop high leverage action steps that bring lasting change to teacher practices and student outcomes This how to book designed for leaders in all roles and at all experience levels provides a dynamic yet practical leadership model focused on precisely those key tasks Features include Comprehensive explanations of standards and descriptions of discrete core skills Explicit think alouds ready to use strategies and field tested lesson examples Evidence collection notes with templates from live observations Feedback samples across grade levels and content areas Replicable case studies for professional learning Simply inspecting teaching practice through observation might be easy providing feedback that feeds forward and promotes

growth is far more challenging With this comprehensive learning tool you ll use feedback to make the most of your role as a leader of learning for both teachers and students Feedback to Feed Forward has been recognized for focusing on practices that have high effect sizes and will help you translate the groundbreaking Visible Learning research into practice When educators use strategies that have high effects greater than 0.40 they can accelerate student achievement The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so that educators can begin making strategic decisions based on evidence that will utilize their time energy and resources to the best extent possible The Visible Learning research is based on Professor John Hattie s unmatched meta analysis of more than 1,600 research reviews comprising 95,000 studies involving more than 300 million students the world s largest evidence base on what works best in schools to improve student learning From that research Dr Hattie identified more than 250 factors that have an impact on student achievement

Your Library Is the Answer Christina T. Russo, Cathy Swan, 2015-01-22 Today s tech savvy and digitally connected students present a new challenge for today s school librarians This book offers the 21st century tools and know how necessary for educators to appeal to and challenge students to learn and to want to learn What are the best ways to motivate students to become engaged and develop a passion for learning Can appealing to their desire for socialization and constant communication attributes of their lives outside of education via the integration of cutting edge technologies and new media in the library or classroom serve to ignite creativity curiosity and critical thinking This book shows how you can make use of non traditional tools such as popular social networks collaborative technologies and cloud computing to teach information and communications technologies integrated with the school curriculum to improve student learning and demonstrates how these same technologies can help you measure skills and mastery learning The book provides an easy to follow blueprint for using collaborative techniques innovation and teaching for creativity to achieve the new learning paradigm of self directed learning such as flipping the classroom or library Readers of this book will find concrete step by step examples of proven lesson plans collaborative models and time saving strategies for the successful integration of American Association of School Librarians AASL standards The authors both award winning teachers explain the quantitatively and qualitatively measurable educational value of using these technologies for core curricular and information and communications technologies instruction showing that they both enhance student learning outcomes and provide data for measuring their impact on learning

Teaching for Creativity in the Common Core Classroom Ronald A. Beghetto, James C. Kaufman, John Baer, 2015 Creativity and the Common Core State Standards are both important to today s teachers Yet for many educators nurturing students creativity seems to conflict with ensuring that they learn specific skills and content In this book the authors outline ways to adapt existing lessons and mandated curricula to encourage the development of student creativity alongside more traditional academic skills Based on cutting edge psychological research on creativity the text debunks common misconceptions about creativity and describes how learning

environments can support both creativity and the Common Core offers creative lessons and insights for teaching English language arts and mathematics and includes assessments for creativity and Common Core learning Featuring numerous classroom examples this practical resource will empower teachers to think of the Common Core and creativity as encompassing complementary rather than mutually exclusive goals Book Features Shows how teaching skills mandated by the CCSS and teaching for creativity can reinforce one another Helps teachers better understand what creativity is how to develop it and how to assess it in meaningful ways Examines the many misconceptions about creativity that prevent teachers from doing their best work Provides classroom examples ideas and lesson plans from successful teachers across disciplines This wonderful book makes the important point that teaching to well designed standards is completely consistent with teaching for creativity It is filled with practical advice for teachers about how to teach to Common Core standards in both ELA and math in ways that lead to creative learning outcomes Keith Sawyer Morgan Distinguished Professor in Educational Innovations University of North Carolina at Chapel Hill Beghetto and Baer make a strong nuanced case that knowledge for the sake of knowledge may be acceptable for immediate retention but knowledge in the service of creating new possibilities has long term consequences that can t be ignored by educators and society Scott Barry Kaufman scientific director The Imagination Institute and researcher Positive Psychology Center University of Pennsylvania

No Fear Coding Heidi Watkins, Heidi Williams, 2021-03-09 This book shows K 5 educators how to bring coding into their curriculum by embedding computational thinking skills into activities for every content area helping students prepare for coding in middle grades as they build knowledge Features classroom tested lessons and activities designed for skills progression ready to implement coding exercises and case studies and explorations of technology tools and resources This edition offers new research updated tools and more

Teacherpreneurs Barnett Berry, Ann Byrd, Alan Wieder, 2013-06-27 We need a bold new brand of teacher leadership that will create opportunities for teachers to practice share and grow their knowledge and expertise This book is about teacherpreneurs highly accomplished classroom teachers who blur the lines of distinction between those who teach in schools and those who lead them These teacherpreneurs embody the concept that teachers can teach as well as lead the transformation of teaching and learning It s about empowering expert teachers who can buoy the image of teaching and enforce standards among their ranks while all along making sure that their colleagues as well as education policymakers and the public know what works best for students The book follows a small group of teacherpreneurs in their first year We join their journey toward becoming teacher leaders whose work is not defined by administrative fiat but by their knowledge of students and drive to influence policies that allow them and their colleagues to teach more effectively The authors trace the teacherpreneurs steps and their own in the effort to determine what it means to define and execute the concept of teacherpreneurism in the face of tough demands and resistant organizational structures

The Reading Specialist Rita M. Bean, 2015-07-21 A trusted practitioner guide and course text this book provides a complete introduction to the multiple

roles of the reading specialist in grades PreK 12 Rita M Bean offers evidence based best practices for working with struggling readers supporting teachers through professional development and coaching planning curricula assessing at the individual classroom and school levels and building strong school family and community partnerships User friendly features include helpful classroom vignettes questions for discussion and reflection follow up activities and ideas for instructors and workshop leaders Reproducible forms and worksheets can be downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition New overarching framework that connects literacy leadership more directly to classroom instruction and assessment Links to the Common Core State Standards CCSS and new standards based examples are included throughout Expanded coverage of literacy coaching middle and high school grades and response to intervention Chapters now begin with key questions and include annotated resources for further reading **Best Practices for Teaching Beginnings and Endings in the Psychology Major** Dana S. Dunn, Bernard B. Beins, Maureen A. McCarthy, G. William Hill, IV, 2010-01-12

Introductory and capstone experiences in the undergraduate psychology program are crucial ways to engage students in their major and psychology department impart realistic expectations and prepare them for life beyond college In this collection of articles psychology instructors involved in the improvement of teaching and learning review the research and share their own successes and challenges in the classroom Discussions include effective practices for helping students become acclimated to and engaged in the psychology major application of developmental knowledge and learning communities to course design and use of quality benchmarks to improve introductory and capstone courses Other chapters describe innovations in the design of stand alone courses and offer concrete advice on counseling psychology graduates about how to use what they have learned beyond their higher education experiences **Methods and Materials for Teaching the Gifted** Frances A. Karnes, Suzanne M. Bean, 2021-09-23 The newly revised and updated fourth edition of Methods and Materials for Teaching the Gifted is an excellent introduction to gifted education and real world learning The chapters of this comprehensive textbook are written by respected leaders in the field of gifted education The authors review the unique needs of gifted learners and give current information on instructional planning and evaluation strategies for best practices and ongoing enhancement and support of gifted programs Chapters include topics such as differentiated curricular design extending learning through research writing challenging instructional units and developing leadership skills and innovative thinkers Instructional practices such as problem based learning technology literacy independent study simulation and gaming and more are addressed A special focus is given to using the Gifted Education Programming Standards and Common Core State Standards The fourth edition provides updated information on funding sources and public relations strategies for gifted education programs It also includes updated lists of books teaching materials websites and other resources for teachers of the gifted **The Evolution of Inquiry** Daniel Callison, 2015-05-26 Defining the progression toward inquiry learning this book provides an extensive overview of the past five decades and the evolution of inquiry in

science history language arts and information literacy studies Information inquiry is a basic skill for those who examine information as a science and its principles can be applied across the K 12 curriculum Built around reflective reviews of more than two dozen articles from School Library Media Activities Monthly this helpful book shows the evolution adoption and application of the inquiry learning process to the school library teaching learning environment Four levels of inquiry controlled guided open and free are explored in association with the emerging national Common Core curriculum and the Standards for the 21st Century Learner from the American Association of School Librarians With the growing interest in the concept of inquiry and inquiry learning you may find yourself needing to distinguish between the existing models and their applications To help you do that the book provides you with rich historical context that clarifies the models and it also projects future applications of inquiry and learner centered teaching through school information literacy programs These new applications such as graphic inquiry argumentation for inquiry and the student as information scientist offer tangible examples you can use to enrich the expanding information literacy curriculum

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web the p0089 code indicates a possible issue with the fuel pressure in your vehicle the base of the problem is that the fuel pressure sensor is showing a fuel rail pressure that is distinctly

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web the p0089 is a diagnostic trouble code dtc for a fault found with the fuel pressure regulator the fuel pressure regulator regulates how much fuel is delivered to the fuel injectors the ecu controls the fuel pressure regulator and when a fault is detected the p0089 code is set

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web may 5 2016 if the ecm detects a problem such as an unexpected increase or decrease in fuel pressure or excessive or

insufficient fuel pressure that is higher or lower than commanded it will set diagnostic trouble code dtc p0089 fuel pressure regulator performance and illuminate the malfunction indicator lamp mil

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web how to fix p0089 obd code on mitsubishi strada gud am i have a dtc code p0089 on my mitsubishi strada i all ready replace the suction control valve and the fuel rail assembly including the fuel pressure sensor still has desame symptoms and code it will not rev up to 1 500rpm i have the same problem

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web possible solutions fuel pressure fuel pressure can be checked by using a mechanical gauge attached to the fuel rail if the fuel pressure is within factory specificaions there may be a fault with the fuel pressure sensor giving false readings to the pcm ecm

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web p0089 is an obd ii code that refers to the fuel pressure regulator performance problem meaning a p0089 code is caused by an ecm engine control module receiving a signal from the pcm that there is a problem with the fuel pressure regulator and is not performing as designed and has improper fuel pressure

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web your mitsubishi l200 engine control system detects a problem the computer stores the diagnostic trouble code p0089 in its memory to figure out what is wrong with your vehicle you must first extract the p0089 dtc for mitsubishi l200 do you have fresh clean fuel in the tank if it s empty fill it up and go

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web p0089 mitsubishi description the engine control module ecm uses commanded fuel pump flow to determine a desired fuel rail pressure the actual fuel pressure is monitored using the fuel rail pressure frp sensor

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headed down to mitsubishi and after diagnosing they said me to replace with the original as i did the problem is still there it happens only on low rpm or when the engine runs on idle any ideas

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web trouble judgment check conditions battery positive voltage is 8 16 v 2 seconds later after the ignition switch has been in on position or the engine has started up judgment criterion the actual rail pressure remains higher than the objective rail pressure by 10 mpa or more for a certain interval

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web if your vehicle failed a p0089 mitsubishi i test and the p0089 check engine light is not on chances are you have a problem with the obdii system a burned out mil lamp or a faulty catalytic converter the converter is essentially an afterburner that cleans up the exhaust after it exits the engine

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