

Teacher Professional Values Performance Continuum

PV 1: Collaboration and Collegiality (CCT 4b)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher pursues opportunities to lead or facilitates colleagues in development and implementation of school and district improvement initiatives, including professional learning and school-wide or other programming. Teacher leads efforts within and/or outside the school to strengthen academics and school culture. 	<ul style="list-style-type: none"> Teacher proactively participates with colleagues and administrators to develop and implement school and district improvement initiatives. Teacher proactively participates in efforts to engage students, families, and colleagues in development of strong academic program and school culture. 	<ul style="list-style-type: none"> Teacher contributes minimally to school teams and committees. Collaboration and communication with colleagues, students, and families is insufficient or demonstrates negativity.
PV 2: Self-improvement (CCT 4a)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher actively self-evaluates and identifies own professional learning needs to improve practice, applies findings to classroom, and assesses impact on student learning. Teacher actively prepares and self-assesses in preparation for conferences and drives performance and development conversation 	<ul style="list-style-type: none"> Teacher reflects on own practice and seeks out best practices from colleagues, administrators, professional development, workshops, reading and other sources Teacher actively prepares and self-assesses in preparation for conferences and actively participates in performance and development conversation 	<ul style="list-style-type: none"> Teacher rarely seeks out new ideas or approaches to improving student learning Teacher conducts only limited preparation or self-assessment in preparation for conferences and participates only passively in performance and development conversation
PV 3: Reliability		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher always arrives to school on time and well-prepared Teacher carries out assignments and responsibilities conscientiously and punctually and keeps organized and complete records 	<ul style="list-style-type: none"> Teacher arrives to school on time and well prepared in all cases with only rare exceptions Teacher reliably carries out paperwork, duties and assignments, keeps accurate records Teacher can be depended upon to attend to all assigned responsibilities in a timely and effective manner. 	<ul style="list-style-type: none"> Teacher arrives to school late and/or unprepared. Teacher frequently misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines

PV 4: High expectations (CCT 1a)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and frequently pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher rarely acts on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve to that level.
PV 5: Respect (CCT 1a & 4c)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students and teachers interact positively in ways that promote learning, and are encouraged as a result of their interactions Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity and consistently reinforces the expectation Teacher maintains positive substantive relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students and teachers interact in ways that do not detract from the learning going on in the classroom Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity Teacher maintains cordial relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students' learning process, self-esteem, and/or motivation is undermined by teacher actions and/ or students are rarely shown respect by the teacher Teacher rarely sets expectations for students and colleagues, leading students to put down the abilities or opinions of their classmates or colleagues to be dismissive of collaborative efforts Teacher's relationships with colleagues, the administration, and/or parents are negative and/or self-serving

PV6: Responsiveness and outreach (CCT 4c)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher nearly always reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate. In return, parents or guardians initiate contact with the teacher with questions, concerns or other issues about their child's performance as they arise • Teacher informs parents or guardians when data indicates a change in performance to enlist their help in supporting their students • Teacher elicits feedback from students, parents, and/or peers in addition to school climate survey results and uses that feedback to inform practice 	<ul style="list-style-type: none"> • Teacher frequently reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate, although they are not always successful • Teacher informs parents or guardians when data indicates a drop in performance to enlist their help in supporting students • Teacher analyzes and reflects on school climate survey results and contributes to school-wide initiatives to improve school culture through classroom culture 	<ul style="list-style-type: none"> • Teacher rarely reaches out to parents and/or other appropriate adults • Teacher rarely informs parents and/or other appropriate adults when data indicates a drop in performance to enlist their help in supporting their students • Teacher rarely analyzes and reflects on school climate survey results and/or does not contribute to school-wide initiatives to improve school culture through classroom culture
PV 7: Professionalism and judgment (CCT 4b)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and respects confidentiality • Teacher nearly always addresses concerns directly and appropriately with administrators seeking help and suggestions as needed • Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> • Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and maintains confidentiality with student records • Teacher frequently keeps administrators informed about concerns and asks for assistance • Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> • Teacher acts in an unethical manner, exhibits poor judgment or discloses student information in violation of confidentiality • Teacher rarely requests assistance, fails to share concerns or complains routinely • Teacher's conduct is not always in line with the CT Code of Professional Responsibility for an Educator

INSTRUCTIONAL PRACTICE FRAMEWORK – COMPONENTS OF INSTRUCTION

Area	#	Planning and Preparation...	Classroom Practice...	Reflection and Use of Data...
Purposeful	1	Assesses students' prior knowledge and skills	Communicates objectives and lesson content clearly and accurately	Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning
	2	Establishes clearly defined student learning goals and objectives for all students	Employs activities aligned with student knowledge and skills, differentiating as appropriate	
	3	Designs and sequences lessons and activities aligned with student goals and objectives	Offers students multiple methods to approach material and to demonstrate learning	
	4	Prepares assessments which align with student learning goals and objectives	Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary	
Supportive	5	Incorporates and addresses the social, emotional and academic needs of individual students	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement
	6		Engages and includes all students in classroom activities	
	7		Provides opportunities for meaningful student choice	
Meaningful	8	Develops lessons and units that engage students and are challenging, relevant and promote inquiry	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning
	9		Engages students in substantive conversations with purposeful questions to promote inquiry and learning	
	10		Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom	

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

DOMAIN I: PLANNING AND PREPARATION (CCT Domain 2)		
<i>P1: Assesses students' prior knowledge and skills (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher consistently identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. • Teacher systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills. • Teacher plans for students to identify their own learning needs based on their own individual data 	<ul style="list-style-type: none"> • Teacher often identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. Uses multiple sources of assessment data to guide planning, as appropriate. • Teacher uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students 	<ul style="list-style-type: none"> • Teacher rarely identifies and prioritizes the current skill base of all students, including both gaps and assets in academic development, by utilizing a variety of artifacts (including standardized and classroom specific assessments) and anecdotal evidence. • Teacher displays little understanding of students' varied approaches to learning, knowledge and skills. • Teacher uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs
<i>P2: Establishes clearly defined student learning goals and objectives for all students (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Class and subgroup goals for lessons, units, and annual learning are consistently clear, aligned with standards, and target substantial growth for all students. • All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment • Outcomes are differentiated, in whatever way is needed, for individual students • Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance 	<ul style="list-style-type: none"> • Individual, class and subgroup goals for lesson, unit, and annual learning are often differentiated, rigorous, clear, aligned with Common Core State Standards and/or other appropriate CT content standards, and target appropriate growth. • Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment 	<ul style="list-style-type: none"> • Teacher does not generally set class and subgroup goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students • Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate CT content standards • The outcomes represent low expectations for students and lack of rigor • The objectives are stated as student activities, rather than as outcomes for student learning

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>P3: Designs and sequences lessons and activities aligned with student goals and objectives (CCT 2a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Activities and tasks in lesson, unit, and long-term plans are clearly and consistently sequenced to facilitate student progress toward learning goals and objectives. • The learning activities follow a coherent sequence, are aligned to instructional goals, and are designed to engage students in high-level cognitive activities. • The learning activities are appropriately differentiated for individual learners. • Instructional groups are varied appropriately, with some opportunity for student choice. 	<ul style="list-style-type: none"> • Activities and tasks in lesson, unit, and long-term plans are often sequenced to facilitate student progress toward learning goals and objectives and aligned with CCSS. • Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. Instructional groups are suitable to the activities and offer some variety 	<ul style="list-style-type: none"> • Activities and tasks in lesson, unit, and long-term plans are rarely sequenced to facilitate student progress toward learning goals and objectives. • Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations • Instructional groups are not suitable to the activities and offer no variety
<i>P4: Prepares assessments which align with student learning goals and objectives (CCT 2c)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Assessments consistently and clearly challenge students to demonstrate mastery of learning objectives. • All instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work • Plans to include students in developing criteria for monitoring their own success • Plans strategies to engage students in assessment criteria to self-monitor and reflect upon their own progress 	<ul style="list-style-type: none"> • Selects or designs assessments aligned with instructional goals which often challenge students to demonstrate mastery of learning objectives. • Multiple types of assessments are used to develop a clear and detailed understanding of students' level of knowledge. • Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria • Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson 	<ul style="list-style-type: none"> • Assessments rarely challenge students to demonstrate mastery of learning objectives. • Does not plan criteria for student success and/or does not plan for students to self-assess • Plans assessment strategies that are limited or not aligned to intended instructional outcomes

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>P5: Incorporates and addresses the social, emotional and academic needs of individual students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs. • Teacher systematically acquires knowledge about individual students’ special needs, interests and cultural heritage and incorporates this information when planning instruction 	<ul style="list-style-type: none"> • Teacher planning often addresses social and emotional needs of all students, and generally reflects strategies to address those needs. • Teacher purposely acquires knowledge about groups of students’ special needs, interests, and cultural heritage and incorporates this information when planning instruction 	<ul style="list-style-type: none"> • Teacher planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs. • The teacher displays minimal understanding of how students learn – and little knowledge of their special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.
<i>P6: Develops lessons and units that engage students and are challenging, relevant and promote inquiry (CCT 2b)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Lesson and unit strategies are consistently designed to challenge students to develop higher order thinking and to take intellectual risks in asking and responding to questions (including student to student questions), providing examples and demonstrating, and/or making connections outside the immediate context of current course work. • Lessons and units consistently challenge students to develop and respond to questions, provide examples, and make connections outside the immediate course work. (Include reference to student to student questions and teacher to student interactions) • Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations • Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation • Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning • Planning consistently includes explicit strategies for teaching of literacy through the content area that supports students’ content knowledge • Designs opportunities to allow students to independently select literacy strategies that support their learning for the task 	<ul style="list-style-type: none"> • Lesson and unit strategies are often designed to challenge students to develop higher order thinking and to take intellectual risks in asking and responding to questions (including student to student questions), providing examples and demonstrating, and/or making connections outside the immediate context of current course work. • Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations • Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning • Planning includes explicit strategies for teaching of literacy through the content area that supports students’ content knowledge. • Plans instruction that integrates literacy strategies and academic vocabulary 	<ul style="list-style-type: none"> • Lessons and units rarely challenge students to ask and respond to questions (including student to student questions), provide examples and demonstrate, and/or make connections outside the immediate course work. • Plans instructional tasks that limit opportunities for students’ cognitive development • Selects or designs resources and/or groupings that do not cognitively engage students or support new learning • Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

DOMAIN II: CLASSROOM PRACTICE (CCT Domains 1 and 3)		
C1: Communicates objectives and lesson content clearly and accurately (CCT 3a)		
Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Students are encouraged to explain how the learning is situated within the broader learning context/curriculum • Provides opportunities for students to independently select literacy strategies that support their learning. 	<ul style="list-style-type: none"> • Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students see how the learning is aligned with Common Core State Standards and/or other appropriate CT content standards, so that students are generally able to articulate what learning the class has accomplished for the day, demonstrating mastery of objectives and/or recognizing when additional learning or practice is required for mastery. • During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. • Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary • Invites students to explain the content and their thinking to classmates • Teacher makes no content errors 	<ul style="list-style-type: none"> • Does not clearly communicate learning expectations to students • Teacher rarely presents lesson material accurately and clearly, so that most students are unable to master or articulate the objectives. • The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. • Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary • Makes multiple content errors
C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate (CCT 3b)		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students consistently participate in scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new material. • Nearly all students are engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. • Teacher includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information 	<ul style="list-style-type: none"> • Students often participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. • Teacher employs 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 	<ul style="list-style-type: none"> • Students rarely participate in scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new material. • The learning tasks/activities are poorly aligned with the instructional outcomes, or require only rote responses.

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>C3: Offers students multiple methods to approach material and to demonstrate learning</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students interact with a variety of materials and approaches to lessons and content, so that they engage with the lesson content and demonstrate knowledge in a variety of ways/modalities throughout the lesson and/or unit 	<ul style="list-style-type: none"> • Teacher offers more than one approach to lesson materials and content and employs flexible grouping, so that students can engage with lesson content and demonstrate knowledge in multiple ways/modalities 	<ul style="list-style-type: none"> • Teacher offers limited or unproductive approaches to lesson materials and content.
<i>C4: Monitors and assesses student understanding by selecting appropriate assessment strategies and adjusts as necessary (CCT 3c)</i>		
Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Students consistently produce work or reflections, which convey their understanding of learning, providing teacher with information to adjust instruction as necessary. • Teacher integrates student input in generating specific criteria for assignments • Teacher encourages peer feedback that is specific and focuses on advancing student learning • Teacher asks students to identify ways to adjust instruction that will be effective for them as individuals and result in quality work 	<ul style="list-style-type: none"> • Students' work or reflections often convey their understanding of learning, providing teacher with information to adjust instruction as necessary. • Teacher monitoring focuses on student achievement of lesson objectives • Teacher communicates specific criteria for success and provides multiple opportunities for students to apply criteria to self-assess work and assume responsibility for own learning. • Teacher provides individualized and descriptive feedback that is accurate, actionable and helps students advance their learning • Teacher adjusts content, strategies or assessments during and between lessons is targeted to group and individual needs. 	<ul style="list-style-type: none"> • Students rarely produce work or reflections that convey their understanding of learning, and/or teacher rarely adjust instruction to reflect student understanding. • Teacher monitoring focuses on task completion rather than student achievement of lesson purpose/objectives • Teacher does not communicate criteria for success and/or opportunities for students to self-assess are rare • Teacher provides limited feedback or feedback frequently does not help students improve learning, lacks specificity or is inaccurate • Teacher Adjustments are frequently not based on effective monitoring of students achievement of learning objectives

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>C5: Develops and maintains standards of conduct that are clear to all students and respond to student needs (CCT 1b)</i>		
Exemplary	Effective	Needs Improvement
<p><i>In addition to the characteristics of Effective including one or more of the following:</i></p> <ul style="list-style-type: none"> • Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions • Student behavior is completely appropriate OR • Teacher seamlessly responds to misbehavior without any loss of instructional time • Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct OR • Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions 	<ul style="list-style-type: none"> • Routines and transitions are established and managed effectively. • Teacher generally creates an environment that fosters and supports respectful interaction between and amongst the members of the classroom • Teacher establishes high standards of behavior, which are consistently reinforced • Intervention is provided when necessary to reinforce the standard of conduct • Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective • Explicitly teaching and modeling social skills, building student capacity to self-regulate and to take responsibility for their actions, positively reinforce growth in social competence. • Cultural and developmental differences are respected • Inclusion is supported with differentiated materials and assessments as indicated by relevant IEPs, if any 	<ul style="list-style-type: none"> • Teacher does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time • Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations resulting in interference with student learning • There is little or no teacher monitoring of student behavior, and response to students' misbehavior is inconsistent, disproportionate, repressive or disrespectful of student dignity • Teacher provides little or no instruction and/or opportunities for students to develop social skills and responsible behavior

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>C6: Engages and includes all students in classroom activities (CCT 1a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates’ understanding, and/or pursue independent class work • And/or -teacher uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary. 	<ul style="list-style-type: none"> • Students are often engaged in ways that that most students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their classmates’ understanding, and/or pursue independent class work. • And/or-teacher uses techniques and strategies to challenge and reengage most students as necessary. • Teacher involves students in developing their own questions and problem-solving strategies • Use of resources, technology and groupings supports student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways 	<ul style="list-style-type: none"> • Students are rarely engaged in ways that promote student learning. • Teacher ignores opportunities to challenge and reengage students as necessary.
<i>C7: Provides opportunities for meaningful student choice</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Lessons and units often include opportunities for students to make choices regarding classroom materials, topics of exploration, methods of demonstrating understanding, or learning activities. • Teacher promotes student ownership, self-direction and choice of resources and/or flexible groups to develop their learning 	<ul style="list-style-type: none"> • Lessons and units generally include opportunities for students to make choices about some aspect of the lesson topics of exploration, methods of demonstrating understanding, and/or activities 	<ul style="list-style-type: none"> • Lessons and units rarely include opportunities for students to make meaningful choices.

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>C8: Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills (CCT)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. • Teacher challenges students to explain their thinking. 	<ul style="list-style-type: none"> • Students generally engage with significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems, using a balance of support and challenge to help students advance their learning. • Learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. 	<ul style="list-style-type: none"> • Students rarely engage with significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. • Learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant
<i>C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning (CCT 1a)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students often participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments, and/or initiating their own questions and inquiry. • Teacher encourages students to question or challenge ideas presented by the teacher or other students • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition • Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions 	<ul style="list-style-type: none"> • Students generally participate in meaningful discussions occurring between and among members of the class, constructively responding to each other's comments with facilitation from the teacher, encouraging intellectual risk and shared responsibility for learning. • While the teacher may use some low-level questions, s/he poses questions designed to promote student thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> • Students rarely have opportunities to engage in sustained conversations with each other • Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. • Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. • Teacher creates a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students.

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>C10: Makes connections to increase relevancy for students, including to different lessons, to different content areas, and to each student's world outside of the classroom (CCT 3b)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom 	<ul style="list-style-type: none"> • Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom. • Teacher uses resources that cognitively engage students in applying new learning to make interdisciplinary, real world, career or global connections 	<ul style="list-style-type: none"> • Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.
DOMAIN III: REFLECTION		
<i>R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning (CCT 2a & c)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Teacher uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. • Teacher has a consistent system for collecting and responding to student feedback. 	<ul style="list-style-type: none"> • Teacher often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Teacher often uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. • Teacher makes connections between the assessment results in alignment with content standards, including CCSS where appropriate, and the achievement of broader curricular standards to inform planning and instruction. • Teacher generally seeks student feedback 	<ul style="list-style-type: none"> • Teacher rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Teacher rarely uses the analysis to identify areas of need and plan future instruction, revising lesson plans on an ongoing basis. • Teacher has no consistent system for collecting student feedback.
<i>R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher consistently analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> • Teacher often analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result. 	<ul style="list-style-type: none"> • Teacher rarely analyzes and evaluates classroom interactions, identifying potential areas for improvement and adjusting classroom strategies as a result.

INSTRUCTIONAL PRACTICE PERFORMANCE CONTINUUM - INDICATORS OF PERFORMANCE

<i>R3: Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning (CCT 3c)</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> Teacher generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts instruction accordingly 	<ul style="list-style-type: none"> Teacher focuses largely on coverage of content or material, and only rarely assesses the evidence of relevance, engagement, and connections demonstrated by students