Crosswalk between the *CCT Rubric for Effective Teaching* Indicators and the *TEAM CCT Performance Profiles*

CCT Domain	CCT Rubric for Effective Teaching Indicators	TEAM CCT Performance Profile Indicators	Sample Coaching/Reflection Questions
Domain 1. Content and Essential Skills: Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.	*NOTE: Domain 1 which includes demonstration of 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.*		
Domain 2. Classroom Environment, Student Engagement and Commitment to Learning: Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	**1.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students**	**Module 1, Indicator 1** Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. **Module 1, Indicator 2** Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries.	● In what ways does the learning environment promote high expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences? ● How is the learning opportunity designed to build upon students' diverse backgrounds, interests and skill levels? ● How are students involved in classroom decision making? ● In what ways do students monitor or evaluate their own learning process and progress?

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	1.b. Promoting appropriate standards of behavior	**Module 1, Indicator 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. **Module 1, Indicator 4** Fostering appropriate standards of behavior that support a productive learning environment for all students.	● What strategies might support students' independence in seeking to improve their own social, ethical and responsible behavior? ● How is students' input considered to create and monitor rules and consequences across varied learning environments? ● In what ways might the teacher support students' perseverance in demonstrating behavior consistent with established expectations?
	1.c. Maximizing instructional time by effectively managing routines and transitions	**Module 1, Indicator 5** Maximizing the amount of time spent on learning by effectively managing routines and transitions.	● How are routines and transitions established to increase learning time? ● In what ways are materials organized and available to students with minimal direction from the teacher?

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Domain 3. Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.	**2.a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge**	**Module 2, Indicator 1** Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. **Module 2, Indicator 2** Developing and organizing coherent 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.	● In what ways does the instructional plan incorporate a variety of strategies to appropriate challenge all students? ● What are some sources of data about students prior knowledge, skills and understanding of concepts used to plan instruction? ● How do the lessons incorporate high level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems?
	2.b. Planning instructional strategies to actively engage students in the content	**Module 2, Indicator 4** Selecting or designing academic/behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone. **Module 2, Indicator 5** Including strategies for teaching and supporting content area literacy skills, and when appropriate numeracy skills (across the curriculum).	● In what ways have discussions of data/sources with colleagues informed planning for interventions, continued use of intervention plans or needs for alternative interventions? ● How do plans include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas?

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	2.c. Selecting appropriate assessment strategies to monitor ongoing student progress	**Module 2, Indicator 3** Selecting appropriate assessment strategies to monitor ongoing student progress.	• What are some assessment tools and strategies planned to appropriately monitor and evaluate students' learning? • What strategies will engage students in using assessment criteria to reflect upon and assess their own growth over time?

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Domain 4. Instruction for Active Learning: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.	**3.a. Implementing instructional content for learning**	**Module 3, Indicator 1** Using a variety of evidence-based strategies to enable students to apply and construct new learning.	• In what ways does instruction engage students in applying, analyzing, and evaluating their learning? • What are some instructional strategies used that are explicit, varied and scaffold instruction based on specific data about student learning?
	3.b. Leading students to construct new learning through use of active learning strategies	**Module 3, Indicator 2** Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. **Module 3, Indicator 3** Using technological and digital resources strategically to promote learning; **Module 3, Indicator 4** Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning. **Module 3, Indicator 5** Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.	• How is instruction based on students' general and individual learning needs for support and enrichment? • In what ways is strategic use of technological or digital resources modeled to help students analyze, interpret and communicate information in order to demonstrate and apply learning? • What are some instructional strategies used that engage students in active learning such as discourse or inquiry-based learning activities? • What does it look like when opportunities are provided for students to take responsibility for some learning activities?

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Domain 5. Assessment for Learning: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.	**3.c. Monitoring student learning, providing feedback to students and adjusting instruction**	**Module 3, Indicator 6** Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks. **Module 3, Indicator 7** Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. **Module 4, Indicator 1** 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. **Module 4, Indicator 2** 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. **Module 4, Indicator 3** Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress. **Module 4, Indicator 4** Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	• How is formative and summative assessment data from pre- and post-assessments used to inform subsequent planning and instruction to help students attain unit or curriculum standards? • What are some opportunities to collaborate with colleagues to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individuals and/or small groups.? • In what ways do assessments measure knowledge, skills and critical concepts in the content area? • How are criteria clearly communicated to students prior to an assignment or assessment? How are rubrics or exemplars of student work used to support understanding?

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	3.c. Monitoring student learning, providing feedback to students and adjusting instruction	**Module 4, Indicator 5** Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators. **Module 4, Indicator 6** 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.	• What are some ways that the support of other educators and/or families is proactively enlisted to address specific academic or behavioral performance needs? • What sources of data are used to collaborate with grade level or content colleagues in the development of interventions to monitor progress?

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