

Region School District 10 Continuum of Professional Practice for Classroom Educators

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Attributes	Performance Standards (1)	Resource Material and Best Practices in Support of Attributes Within This Domain
1A. Rapport and positive social interactions	Interactions between teachers and students foster an environment where students <i>independently demonstrate positive social interactions</i> and conflict-resolution skills contributing to an improved school climate. (2)	<p>(1) <i>This single point performance rubric was adapted from the Proficient and Exemplary performance standards of the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching, 2017.</i></p> <p>(2) Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 1: Rigorous Content for Each Learner</p>
1B. Respect for student diversity	Establishes a respectful learning environment <i>that recognizes and incorporates students' cultural, social, and developmental diversity</i> to enrich the learning environment while preparing students to be responsible citizens in a global society. (3)	(3) RSD 10 Diversity, Equity and Inclusion Statement; Universal Design for Learning (UDL); Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 1: Rigorous Content for Each Learner; RSD 10 Vision of the Graduate
1C. Environment supportive of intellectual risk-taking	<i>Creates an environment where students and colleagues are willing to respectfully engage, and challenge ideas</i> presented in the school community. Works to engage with colleagues and students to apply their knowledge to meet the needs of a diverse community of instruction and learning. <i>Meets the moral and ethical demands of an ever-changing landscape of teaching and learning.</i> (4)	(4) Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 1: Rigorous Content for Each Learner and Standard 3: Conditions for Success; RSD 10 Diversity, Equity and Inclusion Statement; Professional Learning through PLC and staff development opportunities; the Collaborative for Academic, Social and Emotional Learning (CASEL) Competencies; Connecticut Code of Professional Responsibility for Teachers
1D. High Expectations for student learning	Creates an environment where <i>educators, students, and community members have an appropriately shared understanding of expectations for student learning</i> through ongoing communication both within and outside the classroom. Students and faculty take responsibility for their own learning goals. (5)	(5) RSD 10 Vision of the Graduate; RSD 10 Shared Definition of High-Quality Learning; Professional Learning through PLC and staff development opportunities; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 2: Transformational Processes; Data-Driven Instruction that Supports Student Growth
1E. Communicating and promoting appropriate standards of responsible behavior with the necessary routines and transitions	Establishes and models acceptable behavior and routines that <i>promote productive student learning in an inclusive environment.</i> Students are encouraged and supported to engage in taking responsibility for their own actions and initiating conflict resolution competencies. (6)	(6) RSD 10 Diversity, Equity and Inclusion Statement; The Collaborative for Academic, Social and Emotional Learning (CASEL) Competencies; Connecticut Code of Professional Responsibility for Teachers

Domain 2: Planning for Active Learning

Attributes	Performance Standards (1)	Resource Material and Best Practices in Support of Attributes Within This Domain
2A. Logical sequence of lessons at an appropriate level of challenge	Consistently collaborates with colleagues to plan lessons that are both accessible and challenging for students. Lessons <i>extend learning, support connections to real-world application and transference to other contexts.</i> (2)	<p>(1) <i>This single point performance rubric was adapted from the Proficient and Exemplary performance standards of the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching, 2017.</i></p> <p>(2) CT Core Standards and/or appropriate Content-Area Standards; RSD 10 Shared Definition of High-Quality Learning; RSD 10 Diversity, Equity and Inclusion Statement; Professional Learning through PLC and staff development opportunities; Universal Design for Learning (UDL); RSD 10 Vision of the Graduate; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 3: Conditions for Success</p>
2B. Use of data to determine students' prior knowledge and skills, and differentiate based on students' learning needs	<i>Uses multiple sources of appropriate data to plan targeted instruction and designs opportunities for students to determine their own learning goals based on their own individual data.</i> (3)	(3) Data-Driven Instruction that Supports Student Growth; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 2: Transformational Processes; Universal Design for Learning (UDL); The Collaborative for Academic, Social and Emotional Learning (CASEL) Competencies
2C. Teaching and learning strategies that cognitively engage students with meaningful tasks and questions	Designs and plans instruction that integrates teaching and learning strategies applicable across content areas to make student learning accessible. <i>Selects or designs instructional strategies, tasks and questions that promote student voice, choice and cognitive engagement and gradually releases responsibility</i> to the students for extended learning beyond the learning target.	
2D. Instructional resources and flexible groupings support cognitive engagement and new learning	Selects or designs resources and flexible groupings that <i>cognitively engage students, promotes accessibility, and supports the application of concepts and skills</i> in other contexts. (4)	(4) RSD 10 Shared Definition of High-Quality Learning; Universal Design for Learning (UDL) Guidelines; CT Core Standards and/or appropriate Content-Area Standards; Connecticut Code of Professional Responsibility for Teachers
2E. Criteria for student success	<i>Identifies observable and measurable criteria for student success</i> that include students being involved in the development and interpretation of their own growth. (5)	(5) RSD 10 Diversity, Equity and Inclusion Statement; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 2: Transformational Processes; Data-Driven Instruction that Supports Student Growth; CT Core Standards and/or appropriate content-area standards;

<p>2F. Ongoing assessment of student learning</p>	<p><i>Plans multiple assessment strategies to elicit specific evidence of student learning</i> and engages students in using a variety of assessments and reflections to monitor their own progress. (6)</p>	<p>(6) RSD 10 Continuous Improvement Process; Data-Driven Instruction that Supports Student Growth; The Collaborative for Academic, Social and Emotional Learning (CASEL) Competencies</p>
---------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Domain 3: Instruction for Active Learning

Attributes	Performance Standards (1)	Resource Material and Best Practices in Support of Attributes Within This Domain
3A. Instructional Purpose	<i>Provides multiple opportunities for students to understand and demonstrate</i> their understanding of the learning targets (goals, I can statements, etc.). (2)	<p>(1) <i>This single point performance rubric was adapted from the Proficient and Exemplary performance standards of the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching, 2017.</i></p> <p>(2) RSD 10 Shared Definition of High-Quality Learning; Universal Design for Learning (UDL) Guidelines</p>
3B. Content Accuracy, Progression, and Level of Challenge	<i>Logically and accurately presents content that extends learning and understanding for the students.</i> The progression of the content challenges students to extend and apply their understanding through the use of content-specific language. (3)	(3) Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 1: Rigorous Content for Each Learner; RSD 10 Vision of the Graduate; RSD 10 Shared Definition of High-Quality Learning
3C. Teaching and learning strategies that cognitively engage students with meaningful tasks and questions.	Employs differentiated strategies, tasks and questions that cognitively engage all students in constructing new and meaningful learning through appropriate <i>integrated recall, problem-solving, critical, and creative thinking, purposeful discourse and/or inquiry.</i> Includes opportunities for all students to generate their own questions and problem-solving strategies.	
3D. Instructional resources and flexible groupings	Uses resources and flexible groupings that <i>cognitively engage students in demonstrating new learning in multiple ways,</i> including application of new learning to make connections between concepts. Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. (4)	(4) RSD 10 Vision of the Graduate; RSD 10 Shared Definition of High-Quality Learning; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 3: Conditions for Success
3E. Student responsibility and independence	Implements instructions that <i>provides students the opportunity to become independent learners</i> and meets their needs on an individual basis. (5)	(5) Universal Design for Learning (UDL) Guidelines; The Collaborative for Academic, Social and Emotional Learning (CASEL) Competencies; RSD 10 Vision of the Graduate;

3F. Criteria for student success	Communicates and provides the opportunity to have both whole class and individual criteria for clear, observable student success. (6)	(6) Professional Learning through PLC and staff development opportunities; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 3: Conditions for Success
3G. Feedback to students	Provides individualized, descriptive, and timely feedback that is accurate, actionable and helps students advance their learning. Provides opportunities for students to self-reflect and/or provide peer feedback. (7)	(7) CT Code of Professional Responsibility for Teachers; RSD 10 Diversity, Equity and Inclusion Statement; Universal Design for Learning (UDL) Guidelines; Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 2: Transformational Processes
3H. Ongoing monitoring of student learning and instructional adjustment	Monitors student learning with focus on evidence of learning at critical points in the lesson to assess individual and group progress toward achievement of instructional outcomes; adjusts instruction as necessary in response to individual and group performance. Provides students with opportunities to self-monitor and self-assess. (8)	(8) RSD 10 Continuous Improvement Process; RSD 10 Shared Definition of High-Quality Learning; Data-Driven Instruction that Supports Student Growth, Learning Forward - The Professional Learning Association Standards for Professional Learning, Standard 2: Transformational Processes; Universal Design for Learning (UDL)