

Connecticut Common Core of Teaching Inventory

DRAFT

Instructions: This self inventory is designed to provide a personal profile of your teaching assets based on *Connecticut's Common Core of Teaching*. The inventory consists of 54 statements that describe knowledges, applications of knowledge, and demonstrations of professional responsibility. You are asked to respond to each statement by reflecting on what you have learned, how you have applied this learning, and how you have demonstrated your professional responsibilities. ***It is important to note that the Common Core of Teaching must not be taken verbatim as a checklist or an evaluation/assessment instrument used to evaluate individual teachers.***

Read each statement carefully. Then circle the number that indicates the extent to which the statement represents your practices during the past 10-12 months. In responding to each question:

- 1** represents **Seldom/Almost Never**;
- 2** represents **Sometimes**;
- 3** represents **Frequently**; and
- 4** represents **Almost Always**.

If you find some statements difficult to rate, use your judgement in selecting the most appropriate rating (e.g., something you never do may be rated as **Seldom/Almost Never**, or something you do "more than frequently" or that you do "continually" may be rated as **Almost Always**. Use the space provided to describe areas for additional focus. Circle only one number per question. Respond to every statement.

Note: If you find some statements difficult to rate, use your best judgment in selecting the most appropriate rating (e.g., something you never do may be rated as Seldom/Almost Never or, something that you do "more than frequently" or that you do "continually" may be rated as Almost Always). You may want to make comments, in the space provided to clarify ratings selected or to further reflect on your performance

DEVELOPING YOUR TEACHING PROFILE

Purposes:

To provide teachers with the opportunity to examine your own practices with respect to the *Connecticut Common Core of Teaching*.

This self examination should lead to greater familiarity with the Standards and provide a starting point to assist you in identifying potential areas of focus for professional development planning.

Directions:

1. Complete the Self Inventory rating scale.
2. After completion, go back and add the ratings under each standard (I., II., and III). Add the scores within each standard and divide by the total number of items within each standard. Fill in the average rating in the space located on the right hand side of the page at the end of each standard.
3. Transfer your averages to the graph on the last page. This graph will display your areas of relative strength with respect to each Standard.
4. Review your CCT self ratings and notes to assist you to focus on areas of needed emphasis, work and improvement.

I. Teachers have knowledge of:

*Students

1. Understanding how students learn and develop by:

To what extent am I...

a. becoming knowledgeable about the major concepts, principles, theories and research related to the normal progression and variations in students' physical, emotional and cognitive development to construct learning opportunities that support students' development, acquisition of knowledge and motivation?

SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
1	2	3	4

b. learning about exceptionalities in learning – including learning differences, visual and perceptual differences, socio-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities and challenging students with exceptionalities as well as seeking sources of support within the school.

1	2	3	4
---	---	---	---

Notes:

2. Understanding how students differ in their approaches to learning by:

To what extent am I...

a. aware of how student learning is influenced by language, culture, heritage, family and community values and incorporating students' experiences and community resources into instruction;

SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
1	2	3	4

b. learning about and utilizing strategies for building understanding, acceptance and a positive sense of community into the classroom.

1	2	3	4
---	---	---	---

c. becoming knowledgeable about language development, including the process of second-language acquisition, and employing strategies to support the learning of students whose first language is not English.

1	2	3	4
---	---	---	---

Notes:

I. Teachers have knowledge of: Content

3. *Proficiency in reading, writing and mathematics, and proficiency in content knowledge.*

4. *Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by:*

ASSESSED THROUGH PRAXIS II CONTENT EXAMINATIONS

To what extent am I...

- a. becoming knowledgeable about the major principles and concepts of the subject to be taught and presenting appropriate lesson content.
- b. learning about and using computer and information technology as an integral part of teaching their discipline(s).
- c. knowing and utilizing national and state standards within their discipline(s).
- d. being aware of the evolving nature of subject-matter knowledge and the need for keeping abreast of new ideas and understandings within one's discipline, including the impact of technology and information sources on the nature of teaching, communications and the development of knowledge.
- e. understanding that literacy skills and processes are applicable in all content areas and helping students develop the knowledge, skills and dispositions that enable students to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.
- f. understanding and using concepts and skills inherent in numeracy to enable their students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content area in order to solve problems.

SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Notes:

I. Teachers have knowledge of: Pedagogy

5. Teachers know how to design and deliver instruction by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. understanding that the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum.	1	2	3	4
b. recognizing the importance of focusing and sequencing curricular objectives to connect with students' previous and future learning and to prepare students to master state and local achievement goals.	1	2	3	4
c. choosing when and how to expand beyond the articulated curriculum to meet student needs and to make connections among different subjects and among school, career and work.	1	2	3	4

Notes:

6. Teachers recognize the need to vary their instructional methods by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. recognizing individual differences in approaches to learning and identifying how learners perceive, interact with and respond to the learning environment.	1	2	3	4
b. varying my role (e.g., instructor, facilitator, coach and audience) in the instructional process in relation to the content and purposes of instruction.	1	2	3	4

Notes:

Standard I. Knowledge of Students, Content and Pedagogy

Average = Total _____ / 16 = _____

II. Teachers apply this knowledge by: Planning

1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. designing instruction and assessment to achieve long- and short-term learning goals that are specific and measurable.	1	2	3	4
b. selecting appropriate materials – including a wide range of technological resources– to help students find information, interpret the quality of sources, and effectively synthesize and communicate information.	1	2	3	4
c. sequencing learning tasks into coherent units of instruction derived from the curriculum and incorporating hands-on, real-world experiences and community resources from which students can build an understanding of abstract concepts and knowledge	1	2	3	4
d. anticipating common misperceptions, diverse levels of student interest and available resources, and making adjustments as appropriate.	1	2	3	4

Notes:

2. Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. designing tasks that meet curricular goals, build upon students’ prior learning, and advance the student toward important learning goals.	1	2	3	4
b. addressing various learning styles, incorporating multicultural content and fostering interdisciplinary connections.	1	2	3	4
c. making purposeful choices about whether students should work individually or collectively.	1	2	3	4

Notes:

II. Teachers apply this knowledge by Instructing

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. ensuring that standards of behavior are explicit and applying them consistently over time with fitting consequences.	1	2	3	4
b. maximizing the amount of time spent in instruction by effectively managing routines and transitions.	1	2	3	4
c. organizing, allocating and managing resources of time, space, activities and attention to ensure high levels of student engagement and participation.	1	2	3	4
d. establishing high expectations for achievement, promoting shared responsibility for learning, and nurturing the development of ethical and responsible behavior in students.	1	2	3	4
e. demonstrating enthusiasm, self-confidence and caring about the well-being of students.	1	2	3	4
f. structuring student interactions and academic discussions in a non-threatening, safe, learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners.	1	2	3	4
g. using understandings of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.	1	2	3	4

Notes:

4. Teachers create instructional opportunities to support students' academic, social and personal development by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. developing effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives.	1	2	3	4
b. employing techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.	1	2	3	4
c. promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.	1	2	3	4
d. integrating into all curriculums and programs opportunities for students to develop and demonstrate ethical and responsible student behavior.	1	2	3	4

Notes:

5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.	1	2	3	4
b. engaging students in purposeful discourse by using appropriate questioning strategies– i.e., knowing when to provide information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.	1	2	3	4

Notes:

6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. becoming familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts.	1	2	3	4
b. identifying strategies to create learning experiences that make subject matter meaningful for students, encourage students pursue their own inquiries and interests, and help students make connections between school and career.	1	2	3	4

Notes:

II. Teachers apply this knowledge by Assessing and Adjusting

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. monitoring student understanding of the lesson at appropriate points and adjusting teaching when necessary.	1	2	3	4
b. reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and modifying future plans and instructional approaches accordingly.	1	2	3	4
c. sharing assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation.	1	2	3	4
d. collecting data over time by analyzing student work and determining whether or not instructional strategies promote desired student learning outcomes.	1	2	3	4
e. using multiple sources of data (such as classroom observation, student work, teacher-constructed assessment tasks, standardized test information, state examination student scores or released items, school records, etc.) to examine their students' progress in light of national, state and local performance standards.	1	2	3	4

Notes:

Standard II. Teachers apply this knowledge by Planning Teaching and Adjusting
Average = Total / 27 = _____

III. Teachers demonstrate professional responsibility through: Professional and Ethical Practice

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).

2. Teachers share responsibility for student achievement and well-being through means such as:



To what extent am I...

a. working collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning.

b. involving families of students in the education of their children by keeping them informed about their students' learning and seeking input to support and meet children's needs.

c. identifying appropriate agencies in the larger community, businesses and professional organizations that can provide resources for students, classrooms or schools.

SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
1	2	3	4

1	2	3	4
---	---	---	---

1	2	3	4
---	---	---	---

Notes:

III. Teachers demonstrate professional responsibility through: Reflection and Continuous Learning

3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community through means such as:

To what extent am I...

a. working with administrators and colleagues to explore student work and progress, to examine the effectiveness of instructional strategies, to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed.

SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
1	2	3	4

Notes:

4. Teachers seek out opportunities to grow professionally through means such as:

To what extent am I...

a. sharing practices with professional colleagues within the school or district.

SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
1	2	3	4

b. enriching their knowledge about content, learners, pedagogy, technology and the U.S. public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.

1	2	3	4
---	---	---	---

Notes:

III. Teachers demonstrate professional responsibility through: Leadership and Collaboration

5. Teachers serve as leaders in the school community through means such as:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. working with colleagues to create a positive, collaborative school culture.	1	2	3	4
b. working with colleagues and/or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning.	1	2	3	4
c. working with colleagues in addressing other identified needs of the school and student body.	1	2	3	4

Notes:

6. Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as:

To what extent am I...

	SELDOM	SOMETIMES	FREQ.	ALMOST ALWAYS
a. bringing their enthusiasm about learning and about life into their daily work.	1	2	3	4
b. showing a commitment to developing the minds and characters of their students.	1	2	3	4

Notes:

Standard III. Professional Responsibility
Total / 11 Average _____

