WESTERN
CONNECTICUT
STATE UNIVERSITY

1.4.d.1 Initial Licensure and Advanced Programs
Key Assessments, Program-Specific Rubrics, and Candidate Samples
Alignment with the *Connecticut Common Core of Teaching 2010 (CCCT)* and the
WCSU Student Teaching Evaluation Rubric (STEI)

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
Domain 1. Content and Essential Skills: 1.1Demonstrating proficiency in reading, writing, and mathematics skills; 1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;	***Assessment #1 Content Knowledge*** ***Initial: Licensure*** Spanish ACTFL Oral Proficiency Interview	Praxis I State Licensure & ACTFL Required	Educational Testing Service Language Testing International	Artifact: Praxis I Results Artifact: ACTFL Oral Proficiency Interview Results
	Praxis II Content Knowledge Tests (see #8 for Spanish) & Curriculum Test in Elementary	State Licensure Requirement Guide to Assessments for Connecticut Certification	Educational Testing Service	Artifact: Praxis II Results
	Elementary: Connecticut Foundations of Reading Test	State Licensure Requirement Connecticut Foundations of Reading test	Pearson Education	Artifact: Connecticut Foundations of Reading Results
	Advanced: ***Licensure*** Administrator and Supervisor (Other School Professionals): Content Knowledge	Connecticut Administrator Test	Successfully complete 4 modules	Connecticut Administrator Test Results
	Assessment #2 Content Knowledge ***Initial:*** Elementary Content Rating Profile & PDS Capstone Project	Association for Childhood Education International (ACEI)	Elementary Content Rating Profile PDS Capstone Project	Artifact: Faculty Rating Scale (changed in 2011 to the PDS Capstone Project)

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
	GPA	Specialized Program Associations	GPA Scale	Artifact: Candidate Transcript
	IL/PB: Transcript Review (IL/PB)	IL/PB Requirement	Transcript Review Rubrics	Artifact: Transcript Review 　General Education 　Biology 　Mathematics 　Spanish
	Advanced: MS in Music Ed: Assessment #1: Overall GPA for Content Courses	Maintain an overall 3.0 GPA	GPA Scale	Artifact: GPA data
	MS in Music Ed: Assessment #2: Comprehensive Exam	Successfully complete Comprehensive Exam	MS in Music Education Comprehensive Exam Rating	MS in Music Education Comprehensive Exam Results
	MS in Ed : Intro to Ed Research Final Project	Minimum grade 3.0	ED 501 Ed Research Final Project	Artifact: Ed Research Final Project
	EdD in Instructional Leadership: Comprehensive Exam	Successfully complete 2 parts to continue program	EdD in Instructional Leadership Comprehensive Exam Rating	EdD in Instructional Leadership Comprehensive Exam Results
	School Counseling (Other School Professionals): EPY 600 Assessment Project	School Counseling Program requirement	EPY 600 Assessment Project Rubric	Artifact: EPY 600 Assessment Project
Domain 1. Content and Essential Skills: 1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and 1.6 Demonstrating understanding of how to	*Initial: Assessments #6* Spanish ACTFL Oral Proficiency Interview	State Licensure & ACTFL Required	Language Testing International	Artifact: ACTFL Oral Proficiency Interview Results
	Dispositions in Elementary, Health, and English	Specialized Association Required	PDS Interview Rubric	Artifact: PDS Interview Rubric

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)

use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	Science Safety and Welfare	NSTA Requirement	Science Safety and Welfare Rubric	Artifacts: Student Safety and Welfare
				    Acceptable Rating
				    Target Rating

	Portfolio in Mathematics	NCTM Content	Portfolio in Mathematics Rubric	Artifacts: Portfolio in Mathematics
				    Acceptable Rating
				    Target Rating

	Initial: Assessments #7
	Research in Science
		National Science Teachers Association (NSTA) Requirement	Research in Science Rubric	Artifacts: Research in Science
				    Acceptable Rating
				    Target Rating

	Community Health Project	American Association for Health Education (AAHE) Content	Community Health Project Rubric	Artifacts: Community Health Project
				    Acceptable Rating
				    Target Rating

	Spanish Reflection Essay	American Council on the Teaching of Foreign Languages (ACTFL)Content	Spanish Reflection Essay Rubic	Artifacts: Spanish Reflection Essay
				    Acceptable Rating
				    Target Rating

	Initial: Assessments #8 Spanish Content Praxis II	American Council on the Teaching of Foreign Languages (ACTFL) Content	Educational Testing Service Results	Artifact: Spanish Praxis II Results

	Contextualizing Science	National Science Teachers Association (NSTA) Requirement	Contextualizing Science Rubric	Artifacts: Contextualizing Science
				    Acceptable Rating
				    Target Rating

	Coordinated School Health Program	American Association for Health Education (AAHE) Content	Coordinated School Health Program Rubric	Artifacts: School Health Program
				    Acceptable Rating
				    Target Rating

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
Domain 1. Content and Essential Skills: 1.3 Using developmentally appropriate verbal, non-verbal and technological communications; 1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community; 1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and 1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	*Initial: Assessment #4 Student Teaching*	Specialized Program Association Requirement	WCSU Student Teaching Evaluation Instrument – competencies #1-20 ; also for secondary programs content-specific competencies #21 and above	Artifacts: WCSU Student Teaching Evaluation Instrument Cooperating Teacher Acceptable Rating Target Rating University Supervisor Acceptable Rating Target Rating
Domain 2. Classroom Environment, Student Engagement and Commitment to Learning 2.1 Creating a class climate that is responsive to and respectful of the learning needs of students2 with diverse backgrounds, interests and performance levels 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries; 2.3 Providing explicit instruction about social skills to develop students' social competence3 and responsible and ethical behavior by using a continuum of proactive strategies4 that may be individualized to student needs; 2.4 Fostering appropriate standards of	*Initial: Assessment #4 Student Teaching*	Specialized Program Association Requirement	WCSU Student Teaching Evaluation Instrument – competencies #1-20 ; also for secondary programs content-specific competencies #21 and above	Artifacts: WCSU Student Teaching Evaluation Instrument Cooperating Teacher Acceptable Rating Target Rating University Supervisor Acceptable Rating Target Rating

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
behavior that support a productive learning environment for all students; and 2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions5.				
Domain 3. Planning for Active Learning: 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs2; 3.2 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; 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions; 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress; 3.5 Selecting or designing instructional strategies, resources6 and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems; 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible; 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone; 3.8 Designing strategic questions and opportunities that appropriately challenge	***Initial: Assessment #4 Student Teaching*** ***Advanced:*** EdD in Instructional Leadership Assessment #3: Ability to Plan Administrator and Supervisor (Other School Professionals): Assessment #3:Assessment of Ability to Develop Supervisory Plan for Classroom-based Instruction	Specialized Program Association Requirement Program requirement ELCC requirement	WCSU Student Teaching Evaluation Instrument – competencies #1-20 ; also for secondary programs content-specific competencies #21 and above Planning Portfolio Instrument Supervision Portfolio Rating Instrument	Artifacts: WCSU Student Teaching Evaluation Instrument Cooperating Teacher Acceptable Rating Target Rating University Supervisor Acceptable Rating Target Rating Planning Portfolio Acceptable Rating Target Rating Supervision Portfolio Acceptable Rating Target Rating

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
students and actively engage them in exploring the content through strategies such as discourse7 and/or inquiry-based learning8; and 3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.				
Domain 4. Instruction for Active Learning: 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning; 4.2 Using technological and digital resources strategically to promote learning; 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning; 4.4 Varying the student and teacher roles9 in ways that develop independence and interdependence with the gradual release of responsibility to students; 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents; 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	*Initial: Assessment #4 Student Teaching* *Advanced:* EdD in Instructional Leadership: Assessment #6 Student Learning Portfolio Administrator and Supervisor (Other School Professionals): Assessment #6 Student Learning Portfolio:	Specialized Program Association Requirement Program requirement ELCC requirement	WCSU Student Teaching Evaluation Instrument – competencies #1-20 ; also for secondary programs content-specific competencies #21 and above Student Learning Portfolio Rating Instrument Student Learning Portfolio Rating Instrument	Artifacts: WCSU Student Teaching Evaluation Instrument Cooperating Teacher Acceptable Rating Target Rating University Supervisor Acceptable Rating Target Rating Student Learning Portfolio Acceptable Rating Target Rating Student Learning Portfolio Acceptable Rating Target Rating
Domain 6. Professional Responsibilities and Teacher Leadership: 6.1 Continually engaging in reflection, self-evaluation and professional development to				

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning; 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate; 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement; 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions; 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning; 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process; 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues; 6.9 Using communication technology in a professional and ethical manner; 6.10 Collaborating with colleagues,				

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and 6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.				

Domain 5. Assessment for Learning
5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills
5.2 Using and/or designing a variety of formative and summative1assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
5.3 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;
5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
	Initial: Assessment #5 Impact on Student Learning:
	Teacher Work Sample (during student teaching)
	
	Advanced: Impact on Student Learning
	MS in Music Ed: Music 590 Paper
	
	MS in Ed: EPY 505 Measurement and Evaluation Final Project
	
	Assessment #5: EdD in Instructional Leadership: Ability to Support Student Learning and Development
	
	School Counseling (Other School Professionals): Assessment #3: EPY 604 Individual Counseling
		Specialized Program Association Requirement
		
		NASM and Program requirement
		
		Program requirement
		
		ELCC requirement
		
		CACREP requirement
			Teacher Work Sample Rubric
			
			Successful completion of Music 590 paper
			
			EPY 505 Measurement and Evaluation Final Project Rubric
			
			Assessment of WCSU Interns in Leadership Positions Instrument
			
			Assessment of Individual Counseling Project and
				Artifacts: Teacher Work Sample
				    Acceptable Rating
				    Target Rating
				
				Music 590 paper rubric
				    Acceptable Rating
				    Target Rating
				
				EPY 505 Measurement and Evaluation Final Project
				    Acceptable Rating
				    Target Rating
				
				Assessment Instrument
				    Acceptable Rating
				    Target Rating
				
				Confidential Files in Counseling Office

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and 5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	Project and Case Study Assessment #5:Administrator and Supervisor (Other School Professionals): Assessment #5: Ability to Support Student Learning and Development	ELCC requirement	Case Study Assessment of WCSU Graduates in Leadership Positions Instrument	Assessment Instrument Acceptable Rating Target Rating
Domain 6. Professional Responsibilities and Teacher Leadership: 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning; 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate; 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement; 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions; 6.6 Proactively communicating in culturally	*Initial: Assessment #6* Dispositions in Elementary, Health, and English Science Safety and Welfare Coordinated School Health Program Spanish Content Praxis II	ACEI, AAHE, & NCTE Specialized Program Association Requirement National Science Teachers Association (NSTA) Requirement American Association for Health Education (AAHE) Content American Council on the Teaching of Foreign Languages (ACTFL) Content	PDS Interview Rubric Safety and Welfare Rubrics Coordinated School Health Program Rubric Educational Testing Service Results	Artifacts: PDS Interview Rubric Acceptable Rating Target Rating Artifacts: Safety and Welfare Assignments Acceptable Rating Target Rating Artifacts: School Health Program Acceptable Rating Target Rating Artifact: Spanish Praxis II Results

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;	**Initial: Assessments #7** Research in Science	National Science Teachers Association (NSTA) Requirement	Research in Science Rubric	Artifacts: Research in Science Acceptable Rating Target Rating
6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;	Community Health Project	American Association for Health Education (AAHE) Content	Community Health Project Rubric	Artifacts: Community Health Project Acceptable Rating Target Rating
6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues; 6.9 Using communication technology in a professional and ethical manner;	Spanish Reflection Essay	American Council on the Teaching of Foreign Languages (ACTFL) Content	Spanish Reflection Essay Rubric	Artifacts: Spanish Reflection Essay Acceptable Rating Target Rating
6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and	**Initial: Assessments #8** Contextualizing Science	National Science Teachers Association (NSTA) Requirement	Contextualizing Science Rubric	Artifacts: Contextualizing Science Acceptable Rating Target Rating
6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.	Coordinated School Health Program	American Association for Health Education (AAHE) Content	Coordinated School Health Program Rubric	Coordinated School Health Program Project Acceptable Rating Target Rating
	Assessment of Content: Cultures and Literature	American Council on the Teaching of Foreign Languages (ACTFL) Content	Assessment of Content: Cultures and Literature Rubrics	Artifacts: Assessment of Content: Cultures and Literature Essays Acceptable Rating Target Rating
	Advanced: MS in Music Ed: Assessment #4 Dispositions for Advanced Programs	Program requirement	Dispositions for Advanced Programs	Implementation Fall 2013

Connecticut Common Core of Teaching 2010 Domains	WCSU Key Assessments	Requirement	Scoring and Program-specific Rubrics	Candidate Samples (links to artifacts)
	MS in Ed: Assessment #4: Dispositions for Advanced Programs	Program requirement	Dispositions for Advanced Programs	Implementation Fall 2013
	EdD in Instructional Leadership: Assessment #2: Leadership Portfolio	Program requirement	Leadership Portfolio Scoring Instrument	Leadership Portfolio Acceptable Rating Target Rating
	Assessment #4: Field Work for Assessment of Research Skills	Program requirement	Dissertation Defense Field Work	Dissertation Defense
	Assessment #7: Dispositions	Program requirement	Dispositions for Advanced Programs	Implementation Fall 2013
	School Counseling (Other School Professionals): Assessment #2 Group Counseling Intervention Project	CACREP requirement	Group Counseling Intervention Project Rubric	Group Counseling Intervention Project Acceptable Rating Target Rating
	Assessment #4:Dispositions	Program requirement	Dispositions for Advanced Programs	Implementation Fall 2013
	Assessment #5: Internship	CACREP requirement	Internship Evaluation (EPY 610, 612, and 613)	Internship Evaluations: Confidential files in Counseling Office
	Administrator and Supervisor (Other School Professionals): Assessment #2 Leadership Portfolio	ELCC requirement	Leadership Portfolio Scoring Instrument	Leadership Portfolio Acceptable Rating Target Rating
	Assessment #5:Ability to Support Student Learning and Development	ELCC requirement	Assessment of WCSU Interns in Leadership Positions Instrument	Assessment of WCSU Interns in Leadership Positions Acceptable Rating Target Rating