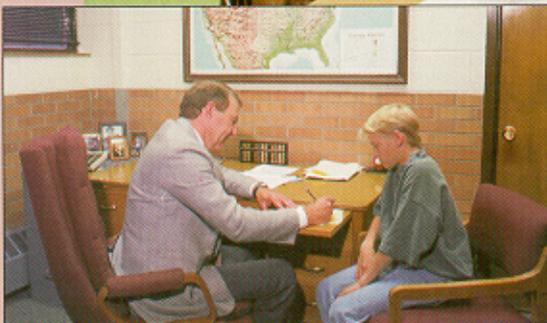


Connecticut's Common Core of Teaching



State of Connecticut
State Board of Education 1999

State of Connecticut

John G. Rowland, Governor

State Board of Education

Craig E. Toensing, Chairperson
Janet M. Finneran, Vice Chairperson
Amparo Adib-Samii
Beverly P. Greenberg
Michael Helfgott
Daniel Kruger
Terri L. Masters
Timothy J. McDonald
Danielle Robles
Allan B. Taylor
Annika L. Warren

Valerie F. Lewis (ex officio)
Acting Commissioner of Higher Education

Theodore S. Sergi
Commissioner of Education

Connecticut's Common Core of Teaching

Contents

Acknowledgments	ii
Introduction	1
Foundational Skills and Competencies	3
•Having Knowledge	
•Applying Knowledge	
•Demonstrating Professional Responsibility	
Discipline-Based Professional Teaching Standards	14
Elementary Education	15
English Language Arts	17
Mathematics	19
Music	20
Physical Education	22
Science	23
Social Studies	24
Special Education	26
Visual Arts	28
World Languages	30

Acknowledgments

Hundreds of Connecticut educators participated in the numerous committees that developed both the foundational skills and competencies and discipline-specific professional teaching standards that comprise *Connecticut's Common Core of Teaching* (CCT).

These development committees were comprised of classroom teachers, department chairpersons, curriculum specialists, principals, higher education faculty members and other exemplary educators who were chosen to represent the diversity of Connecticut's educational professionals, a wide range of educational settings, and the content and disciplinary areas for which the CCT is applicable. Under the direction of Raymond L. Pecheone, chief of the Bureau of Curriculum and Teacher Standards, the following CSDE staff members, teachers-in-residence and scholars-in-residence guided the work of these committees to create the professional teaching standards appearing in this document:

Elementary Education		Science	
Sharon Lowry	Enfield	Fie K. Budzinsky	Portland
M. Dwen Andrews	Hartford	Michael J. Seroussi	Norwich Free Academy
John R. O'Neal	Farmington	Earl L. Carlyon	Farmington
Harriet Feldlaufer	CSDE	Michal Lomask	CSDE
English Language Arts		Social Studies	
Joyce Klauck	Danbury	Daniel C. Coughlin	Mansfield
Grace Polivka	North Branford .	Ilene Viner Lowenstein	Granby P.S.
Christine I. Sullivan	CSDE	Gail Tomala	CSDE
Mathematics		Special Education	
Chris Kafoglis	East Haven	Alice Warring Luster	Glastonbury
Emily R. Noël	Hartford	Erin K. McGurk	West Hartford
Janice M. Vuolo	ACES	Mary Nerbonne	CSDE
Susan E. Sawchuk	Madison		
Mari Muri	CSDE		
Music		Visual Arts	
Al D. Holcomb	University of Hartford	Marilyn Guerrera-Ferency	Litchfield
Susan R. Snyder	Consultant	Cassandra Broadus-Garcia	CCSU
Scott Shuler	CSDE	Christine R. Archer	Berlin
		Katie Moirs	CSDE
Physical Education		World Languages	
Judith Bourell Miller	CCSU	Beverly Canell	Hamden
Victoria S. Morley	CCSU	Emily Peel	Wethersfield
Barbara Westwater	CSDE	Mary Ann Hansen	CSDE

Special acknowledgments go to Eileen Howley (ACES), who served as the principal writer of the foundational skills and competencies in *Connecticut's Common Core of Teaching*, and Catherine Fisk (CSDE), who incorporated the comments from the hundreds of educators who provided feedback on drafts of this document.

Introduction

Connecticut's Common Core of Teaching (CCT)¹ presents a comprehensive view of an accomplished teacher. It embodies the knowledge, skills and competencies that teachers need to ensure that students learn and perform at high levels. These standards reflect current research and thinking about the mission of schooling and the job of teaching.

The degree of expertise teachers exhibit in the application of these standards should increase as teachers become more experienced. It is expected that Connecticut teachers will seek opportunities for ongoing professional growth throughout their careers and continually evaluate their progress against these standards.

The CCT guides state policies related to the preparation, induction and ongoing professional growth of teachers as follows:

During the **pre-service phase** (in accordance with Section 10-145d-11 of the Regulations for Educator Preparation Program Approval Standards), colleges or universities are expected to demonstrate that students are knowledgeable about:

- *Connecticut's Common Core of Learning;*
- *Connecticut's Common Core of Teaching;*
- the Connecticut Mastery Tests; and
- the Connecticut Academic Performance Test.

During the **induction phase**, beginning teachers are expected to demonstrate competence in both the foundational skills and competencies and discipline-based professional standards through the successful completion of the Beginning Educator Support and Training (BEST) teaching portfolios.

Throughout the **continuous professional growth phase**, the CCT establishes standards for the evaluation of teachers (according to the *Guidelines for Comprehensive Professional Development and Teacher Evaluation*) and guides teachers in selecting appropriate professional development (as documented by Continuing Education Units) to meet individual as well as local district goals.

¹The teaching standards that comprise *Connecticut's Common Core of Teaching* were drafted by numerous committees of exemplary Connecticut educators. The committees began their work by examining model teaching standards developed by educators from 17 state education agencies participating in the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers. Draft standards were circulated to hundreds of Connecticut teachers, higher education faculty members, district administrators and other educational constituents for review and comment. *Connecticut's Common Core of Teaching* reflects the ideas and contributions of countless educators who responded with detailed comments and edits.

The CCT includes: (1) **foundational skills and competencies** that are common to all teachers from pre-kindergarten through Grade 12; and (2) **discipline-based professional standards** that represent the knowledge, skills and competencies that are unique for teachers of elementary education, English language arts, history/social studies, mathematics, music, physical education, science, special education, visual arts and world languages.

Connecticut's Common Core of Teaching replaces the 15 Connecticut Teaching Competencies² as Connecticut's definition of effective teaching practice. The BEST Program teaching portfolios replace the Connecticut Competency Instrument (CCI) for purposes of assessing beginning teachers for licensure. The portfolios evaluate a broad range of teaching competencies identified in *Connecticut's Common Core of Teaching*.

The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and caring deeply about students and their successes. Effective teaching implies a deep commitment to student achievement and to the belief that all students can attain high levels of achievement.

To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day – or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism . . . only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students. . .³

Effective teaching requires the careful and thoughtful orchestration of the concepts described

²The 15 Connecticut Teaching Competencies were first adopted in 1984 as part of Standards for Approval of Teacher Preparation Programs.

³Robert L. Fried, *The Passionate Teacher: A Practical Guide* (Boston: Beacon Press, 1995), p. 1, used with permission.

Connecticut State Department of Education

Division of Teaching and Learning

Abigail L. Hughes
Acting Associate Commissioner

Bureau of Curriculum and Teacher Standards

Raymond L. Pecheone, Chief

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation or past/present history of mental disorder, learning disability or physical disability.

