

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

Evidence Guide Illustrative Examples of Career and Technical Education (CTE) 6-8

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

Phone: 860-713-6868 | E-mail: sde.seed@ct.gov

Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014
and the CCT Rubric for Effective Service Delivery 2014*

Contents

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	3
Domain 2: Planning for Active Learning	12
Domain 3: Instruction for Active Learning	20

The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	SAMPLE EVIDENCE			
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<p>Student says, "That's lame. You are wrong." Teacher doesn't respond.</p> <p>Teacher sits at desk and works on computer in front of classroom. Teacher does not notice that a student has his hand up for two minutes.</p> <p>Teacher called on Lena three times in a row and then called on Patrick twice, even though eight other students had their hands raised.</p>	<p>Student says to another student, "That's crazy. Deforesting trees does not affect our weather." Teacher says, "Remember to be respectful to your classmates and not dismiss what they say without listening to their reasons." When another student says, "You're always saying stupid things," the teacher does not respond.</p> <p>Teacher sits at desk in front of room as students work in groups to develop entrepreneurship ideas. When student raises hand and asks a question, teacher answers. When another student approaches teacher at the desk with a question, teacher says, "Return to your group." Teacher does not answer question.</p> <p>Teacher called on Lena three times in a row and then asks, "Who else can share an idea on how to make our school environment more 'green'?" When no other student raises a hand, teacher calls on Lena again.</p>	<p>Student says to another student, "You have a good point about deforestation." Teacher says, "Your comment shows you were listening to your classmate. That's the way we should treat each other."</p> <p>Teacher walks from group to group during the small group discussion of entrepreneurship ideas. He stoops down to be at level of seated students at lab stations and makes eye contact when they ask or answer questions.</p> <p>Teacher says, "Let's share our ideas on how to make our school environment more 'green.' Turn to a partner and share your thoughts. Remember to include what you think the impact of your idea will be on people. Now, who would like to share an answer that they heard?"</p>	<p>Student says, "That's a good point about deforestation, but I'm not sure I agree because..."</p> <p>When students are presenting their entrepreneurship ideas, other students are looking at the presenter and making eye contact. At the appropriate time, they raise their hands to ask questions. Their focus is on the speaker.</p> <p>Teacher says, "Let's share our ideas on how to make our school environment more 'green.'" All students write their ideas on a sticky note. Teacher then has students share their ideas. Students are heard saying, "Oh I never thought about that" and "Jen, what ideas do you have?"</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	Teacher says, "Choose any company for your project. I don't care what you choose."	Teacher presents students with a list of approved companies to research for the "Companies with a Conscience" project. Teacher then states that everyone will be responsible for choosing a company from the list. "I included companies I know at least some of you will be interested in."	Teacher allows students to choose a company to research after a learning activity on "Companies With a Conscience...or Not." Students share a brief summary of the company they chose and why. Becca says, "I chose Starbucks because I read that they are good to their employees." Teacher says, "I heard that too; that should be very interesting to explore."	Students break into groups to share which company they chose to research. Student says to another student "How did you get interested in researching Starbucks?" Student replies, "My sister works there and loves it."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Nutrition-related diseases are presented using only a textbook without the use of outside resources.</p> <p>During discussion of benefits and consequences of technological innovation, a student shares with the class that no televisions are allowed in her house. Another student says, "I couldn't survive with such mean parents." Teacher makes no comment.</p>	<p>Teacher gives the same print materials to all students. Nutrition-related diseases are only presented from the medical perspective with occasional and cursory references to the socioeconomic or cultural issues.</p> <p>During discussion of benefits and consequences of technological innovation, a student shares with the class that no televisions are allowed in her house. Teacher says, "Some families make that decision so that the family members will not be exposed to media messages that are contrary to family values." Another student says his parents don't care what he watches. Teacher makes no response.</p>	<p>In the classroom, there are computers and adaptive technology, allowing students to participate in learning activities at the appropriate level of challenge. Disease caused by poor nutrition is presented from the physical, socioeconomic, and cultural perspectives.</p> <p>During discussion of benefits and consequences of technological innovation, a student shares with the class that no televisions are allowed in her house. Teacher says, "Some families make that decision so that the family members will not be exposed to media messages that are contrary to family values."</p>	<p>In studying nutrition-related diseases, students are tasked with investigating the diseases from a physical, cultural, and socioeconomic perspective. Teacher provides a variety of resources for students to use.</p> <p>During a group project, students are asked to discuss the benefits and consequences of technological innovation in the home, a student shares with her group that no televisions are allowed in her house. Another student shares that he is not allowed to be on a computer in his bedroom, but only in the family room, and there are restrictions on the sites he can visit. Other students share their freedom/restrictions in using technology.</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Teacher says, "I know you don't like this topic but I chose it for you because it is easy and I think it is what you can handle."	Student chooses to research the media's role in consumer advocacy. Teacher says, "You can't choose that topic," and offers no replacement topic ideas. Other students are allowed to choose the topic of their choice.	Teacher says, "You are in groups based on what consumer education topics you showed interest in as well as your learning styles." Each group is given two options of projects to complete.	When talking about consumer education, student mentions that she is going to buy a new bicycle and wants to get the best bike she can afford. Teacher says, "Would you be interested in researching the important considerations in purchasing a bicycle and conduct a consumer education lesson to your classmates on what you find?"

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>When one student states, "I want a Corvette when I graduate high school," another student says, "Corvettes are ugly. Who would want that?" Teacher does not address the student and moves on with the lesson.</p> <p>The teacher asks, "What are some fixed costs included in a family budget?" No students respond. Teacher just provides the answer to the students.</p>	<p>When one student states, "I want a Corvette when I graduate high school," some students laugh. Teacher says, "Hey, we need to accept other people's opinions." Then the teacher moves on with lesson.</p> <p>The teacher asks, "What are some fixed monthly costs included in a family budget?" The same five students who raised their hands on the last question raise their hands.</p>	<p>When one student states, "I want to own a Corvette when I graduate high school, teacher says, "Well, let's think about that. How much would you have to earn to afford that car and what other things might you have to sacrifice to have and maintain the Corvette?"</p> <p>The teacher asks, "What are some fixed monthly costs included in a family budget?" Twenty out of 25 students in the class raise their hands.</p>	<p>One student asks another student who wants to own a Corvette, "Do you think you'd be happy giving up other things in order to be able to afford the Corvette? Like clothes, tuition, an apartment?"</p> <p>The teacher asks, "What are some fixed monthly costs included in a family budget?" All students raise their hands, and after a few responses a student says, "Can we go back to clothing? I don't think clothing is a fixed cost. People don't spend the same amount on clothes every month, right?"</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Toward the end of the lesson, the teacher selects a few students to do a challenging activity on food borne pathogens. Teacher says, "Only a few of you are ready for our challenge task. I will call you up individually to explain the task."</p> <p>Teacher says, "Our goal today is to answer the four questions at the bottom of the case study."</p> <p>Teacher says, "Read the article on the nutritional needs of adolescents and write a summary of the most important ideas."</p>	<p>Teacher passes out article on food borne pathogens. Teacher chooses four students and says, "You have to complete a basic vocabulary handout before you can get started on the assignment."</p> <p>Teacher says, "Looking at this case study on competition in business will give you practice searching for evidence."</p> <p>Students have taken notes on the nutritional needs of adolescents. They write an improvement goal for themselves based on their current eating habits but do not track their meals and snacks to measure growth.</p>	<p>Student says, "I am having difficulty understanding this article on food borne pathogens." Teacher says, "We will read through it together. Remember, what is the first thing we should do before we start reading?" Student says, "Identify the words we don't understand." Teacher says, "See, you got it."</p> <p>Teacher says, "Looking at this case study on competition in business will give you practice searching for evidence. Lawyers investigate facts of a case to get a positive judgment for their clients."</p> <p>Students are directed to keep track of their daily meals and snacks for a week. Students use their learning on nutritional needs of adolescents to write a goal for them to improve the nutritional quality of their daily food intake.</p>	<p>Student says, "This article look like it's really hard to read." Another student says, "Start by looking up some of the more challenging words in the dictionary. It really helps."</p> <p>Student looks at the case study and says, "Some people make such negative comments about lawyers. These case studies show how good they are at using the evidence to help win their client's case."</p> <p>Students keep a journal documenting their progress in improving the healthfulness of their daily meals and snacks. They analyze their journal data weekly and adjust their goals or create new goals based on progress.</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely appropriate OR teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
	SAMPLE EVIDENCE			
	<p>Seven students are talking socially during a peer feedback session on student-planned menus. Teacher does not address the behavior.</p> <p>After 10 minutes of class time, students in four of the eight pairs are talking, and have not yet begun to create their list of tools and ingredients. Teacher does not respond, and students continue the behavior.</p> <p>During the lesson, teacher asks several questions. Each time, a few students rush to shout out the answers. Teacher shakes his head but does not correct the behavior.</p>	<p>Students begin talking about a movie they want to see when they are supposed to provide peer feedback on student-planned menus. Teacher reminds students of expected behavior. Ten minutes later, two other students begin off-task talking and teacher does not address this.</p> <p>Teacher says, "I see that some pairs of partners are focused on the task at hand and are coming up with good lists of tools and ingredients. (He points to two groups.) Other pairs have not yet begun. You will not finish on time if you don't work together and focus." Only one off-task pair gets back to work. Teacher does not address behavior further.</p> <p>When a student calls out the answer to a question, the teacher says, "You need to wait to be called on." When another student calls out an answer, teacher accepts it.</p>	<p>Students are sharing comments and feedback during the peer critique of student-planned weekly menus. Teacher points to the posted behavior expectations when two students begin talking about a movie they want to see.</p> <p>Pairs of students are developing a list of the tools and ingredients they will need for a baking project. Teacher walks from pair to pair, nodding her head after checking work. Teacher says, "You are working well together and are coming up with complete lists."</p> <p>A teacher has explained why he will randomly call on students to answer questions during class instruction. When a student calls out the answer to a question, the teacher says, "Do you remember why I prefer to call on students randomly?" Student responds, "So that everyone will pay attention and everyone has a chance to participate."</p>	<p>Student says to another student who is talking during the peer critique of student-planned menus, "Can you please stop talking so we can hear the critiques? Thanks."</p> <p>Student is talking and laughing while his partner is working on the list of tools and ingredients. The partner looks at the laughing student, shakes his head and points to the list. "We won't finish if we don't start working now." The student who was talking and laughing gets back on task.</p> <p>After hearing the teacher's explanation of why he prefers to call on students randomly to answer questions in whole group instruction, students wait to be called on and do not call out answers.</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>During the practice session before presenting design projects to the class, a student yells at another student, "That's ridiculous. That design will never work. The proportions are all off!" Teacher does not respond to the outburst.</p> <p>Teacher says, "I have received reports from the pre-school teachers on your volunteer work in their classes. Their information will be included in your grade for the marking period."</p>	<p>Teacher does not remind students of expectations before their group practice. When a student starts to laugh and make jokes, the teacher then reminds students of the importance of assuming the assigned role seriously.</p> <p>Teacher says to students volunteering as teacher assistants in the pre-school class, "I have reports from the pre-school teachers on your work." April and Max, your two are demonstrating that you have learned important employability skills.</p>	<p>Before groups of students practice presenting their design projects, the teacher instructs them about group roles and appropriate behavior during the practice sessions.</p> <p>Teacher says to students volunteering as teacher assistants in the pre-school class, "I have reports from the pre-school teachers that all of you have been on time and have taken your jobs very seriously." You are demonstrating that you have learned important employability skills.</p>	<p>Students are engaging in a practice session before presenting their design projects to the class. Students assume the roles of scriptwriter, presenter, and manager of technology. Students are focused on the tasks as they practice.</p> <p>Student says to another student, "You cut out the letters ahead of time for the pre-school teacher? I bet she's happy you're volunteering and helping out so much."</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Some students do not move from one station to the next when they hear the timer signal. Instead, they move around the room and socialize. Teacher works with students who follow directions and ignores the others.	Some students clean up the station before moving to the next one as directed. Some students do not clean up before moving, and students coming to that station cannot begin the practice measurement right away. Teacher sporadically reminds students to clean up but does not follow through to check.	In the kitchen lab on practicing with measurement tools, each station is set up with instruments and ingredients to be measured. Teacher uses timer signal to alert students to move to the next station. Students move as soon as they hear the signal.	Transition from one station to the next takes less than one minute. Students begin work at the station right away with no prompting from the teacher.
	Teacher has Do Now posted on the board when students enter. No students take out their Do Now journals. After five minutes the teacher says, "You are supposed to be answering the Do Now in your journals; take them out!"	Teacher has a Do Now on the board when students enter. Some students enter and begin working on the questions in their Do Now journals. Four students ask, "What are we supposed to do?"	Teacher has a Do Now question or activity on the board when students enter. Students immediately take out their Do Now journals and begin the task. When finished, they place their journals on a designated shelf.	After finishing the Do Now, some students collect the journals to expedite the transition to the next learning activity.
When the class period is shortened without advanced notice, the teacher tells the students to take out some work to do for the 10 minutes before the end of class.	When the class period is shortened without advanced notice, the teacher adjusts the lesson and tells the students not to worry, and that she is shifting things around.	When the class period is shortened without advanced notice, the teacher communicates that the previous day's homework will be handed in and discussed the next day instead of during today's class.	When the class period is shortened without advanced notice, a student says, "Can we go over the homework tomorrow so we can finish the activity?"	

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson plan is aligned with standards</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.</p>
	SAMPLE EVIDENCE			
	<p>Teacher lists all the CTE Computer Information Systems standards in the lesson plan. Many of the objectives are not reflected in the lesson activities.</p> <p>Lesson objective is for students to evaluate the nutritional value of fast food meals. The plan book reads, "Students will do a survey of their peers to find out how many fast food meals they eat on average each week."</p>	<p>Some of the CTE Computer Information Systems standards listed in the lesson plan are not reflected in the lesson activities.</p> <p>Lesson objective is for students to evaluate the nutritional value of fast food meals. The planned instructional activities involve students collecting information on the ingredients of typical fast food meals.</p>	<p>Teacher has identified the specific CTE Computer Information Systems standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards.</p> <p>Lesson objective is for students to evaluate the nutritional value of fast food meals. The lesson activity involves students going to websites of popular fast food chains and collecting information on the nutritional values of the ingredients. The results are compared with USDA guidelines for healthy eating.</p>	<p>Teacher has specifically selected the CTE Computer Information Systems standards for the lesson based on student needs; all lesson activities and planned assessments are aligned to the specific standards. Students have multiple opportunities to demonstrate mastery of standards.</p> <p>Besides collecting data on the nutritional values of fast food meals, the plan is for students to enter their data in a spreadsheet, use the US Department of Agriculture website to gather more information on healthy eating guidelines, and prepare a two-page document in a word-processing application.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not appropriately sequence content of the lesson plan.</p>	<p>Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.</p>	<p>Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.</p>	<p>Plans to challenge students to extend their learning to make interdisciplinary connections.</p>
	SAMPLE EVIDENCE			
	<p>The lesson plan does not indicate any big idea or connection to standards.</p> <p>Lesson plan identifies no progression of learning on food-borne pathogens.</p> <p>There is no mention in the lesson plan of students progressing from simple to more complex skill development.</p>	<p>The lesson plan identifies the big idea as "students will follow directions for using measurement tools."</p> <p>After a lesson on food production, the next lesson planned is on identification of different food-borne pathogens and the diseases they cause. There is no planned follow-up on safe food handling to prevent diseases caused by the pathogens.</p> <p>The lesson plan states that students will progress from simple to more complex PowerPoint skills but lists no specifics on how students will build on their skills.</p>	<p>The lesson plan identifies the big idea as, "Success in baking depends on selecting the appropriate tools and measuring ingredients correctly." This aligns with "Prepare...baked goods using... professional preparation techniques" (FCS.FPS.8.5.10).</p> <p>The lesson plan indicates that after studying food-borne pathogens, students will learn safe food handling and storage techniques in a food lab environment.</p> <p>The unit plan includes learning how to design a simple PowerPoint presentation. The plan includes progression to developing the skills to embed different media into the presentations.</p>	<p>The lesson plan identifies a learning extension in which students investigate baking processes and products in a variety of cultures.</p> <p>The unit plan includes research on the public health problems caused by food-borne pathogens.</p> <p>The teacher plans for students to learn to construct simple PowerPoint presentations and then to embed different types of media. Students plan to use these skills to document their planning and execution of their science fair projects.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.</p>	<p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>
	SAMPLE EVIDENCE			
	<p>Teacher plans to have all students incorporate the same type of media into the culminating unit project.</p> <p>Teacher plans to cover pages in the textbook. The exercise in the book calls for students identify ways that laws protect consumers.</p>	<p>Lesson is planned based on student performance on the previous technology project.</p> <p>Teacher plans to provide one article about consumer protection laws for all students to highlight key details in the text.</p>	<p>In a unit on integrating a variety of media into a presentation product, the teacher uses student assessment results from previous projects, student self-assessment on skill levels, and observation on a pre-assessment diagnostic activity to determine appropriate level of challenge.</p> <p>Teacher plans to provide students with an article about the laws that protect consumers. One group has key details and technical vocabulary highlighted to assist them and a second group has to highlight the key details independently.</p>	<p>Teacher plans for students to use their self-reflection on current skill levels and results on prior technology projects to select which combination of media types they want to incorporate into the end-of -unit project.</p> <p>Teacher plans to provide a choice of five different articles about consumer protection laws for students to select for reading.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher plans to give students a list of words to define related to consumer fraud and scams.	Teacher plans to provide students with a list of key vocabulary and definitions before reading the article on protection from consumer fraud and scams.	The lesson plan indicates students will use an anticipation guide before reading an article on how to protect yourself from consumer fraud and scams. Students will write a response to the article assessing the extent to which the author has provided evidence that his strategies are effective.	Teacher plans for students to select how they will present their findings on preventing consumer fraud and scams: multimedia presentation, writing a paper, giving a lecture, and/or designing an interactive group activity.
	Teacher plans to have students copy the glossary definitions for the bold-faced words in the textbook.	Teacher plans to have students demonstrate understanding of culinary vocabulary by sorting words into categories.	Teacher plans to have students demonstrate understanding of culinary vocabulary in a unit by using vocabulary literacy strategies: asking students to find word relationships by sorting words into categories, grouping them according to key attributes, and identifying real life connections between the words and their use.	Teacher plans for students to read a text individually and identify the words they find challenging. Teacher then plans for students to work in groups to build each other's knowledge and use context clues to define the challenging words. Teacher plans for class discussion to clarify understanding of word definitions in context.
	Teacher plans to read a proposal for revamping the school's recycling program to the class. The students will then respond in writing to questions about the plan.	Teacher plans to ask students to read and write a response to a proposal that has been designed to revamp the school's recycling program.	Teacher plans for students to use a flow diagram to illustrate steps in preparing a proposal for revamping the school's recycling program.	Students are given a choice of a flow diagram, other graphic organizer or writing a proposal outline for a revamped recycling proposal for the school.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Strategies, tasks and questions cognitively engage students</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.</p>	<p>Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p>
SAMPLE EVIDENCE				
	<p>Teacher plans to provide a branding article on a soft-drink company and generates questions for students to answer. All answers can be found directly in the article.</p> <p>The planned task for students is to read the article on branding and fill in a worksheet that requires them to find answers in the article.</p>	<p>Teacher plans to provide a branding article on a soft-drink company and plans questions to lead students to identification, some understanding, and simple analysis of the concepts presented.</p> <p>Lesson activities include having students read an article on branding and fill in a worksheet that requires them to find answers in the article. They will also create a presentation using drawing/print materials to illustrate the story of branding.</p>	<p>Teacher plans to provide a branding article on a soft-drink company for in-depth analysis and plans questions to lead students to deeper understanding. The questions are thoughtfully scaffolded and sequenced. Teacher plans for students to underline or highlight any information that may help them answer the questions. The students will be required to prove all of their answers by underlining or copying evidence from the text.</p> <p>As a culminating unit activity, the planned task is for students to create a multimedia presentation to show the story of branding.</p>	<p>Teacher plans to provide a branding article on a soft-drink company for in-depth analysis and plans questions to lead students to a deeper understanding. The questions are thoughtfully scaffolded and sequenced. Groups of students will generate questions they have designed for the marketing department of the soft drink company based on their reading.</p> <p>Teacher plans to have students synthesize their information from multiple sources and create a presentation about the story of branding using the medium of their choice.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>Teacher plans to randomly assigns students to learning groups.</p> <p>Teacher plan includes reference to a website on graphic design for students to explore. The information on the website is dated and does not relate to the new concept students are studying.</p>	<p>Teacher plans for students to select their own groups.</p> <p>Teacher plans to select an article on current graphic design trends to introduce a new concept.</p>	<p>Planned groups are based on student learning needs, skill level, interest surveys, etc.</p> <p>Teacher plans to select multiple resources to introduce a new concept in graphic design: current events, informational texts, works of art, websites, multimedia, digital tools, etc. The teacher's plan includes a text with a range of complexity.</p>	<p>Planned groups are based on content area strengths/interests outside the classroom, student learning needs, skill level, interest surveys, etc.</p> <p>Teacher plans for students to make their own interdisciplinary connections by providing time for independent, self-directed reading.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Criteria for student success</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.</p>	<p>Plans general criteria for student success; and/or plans some opportunities for students to self-assess.</p>	<p>Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.</p>	<p>Plans to include students in developing criteria for monitoring their own success.</p>
SAMPLE EVIDENCE				
	<p>The lesson plan indicates no criteria for how students will achieve success in their learning objectives.</p> <p>The plan indicates no specific criteria for success.</p> <p>The plan does not include opportunities for students to review and/or assess the quality of their business plans.</p>	<p>The plan indicates that there is a criteria list to judge the product but there are no specifics provided.</p> <p>The plan indicates that students will look at examples of student business plans as models. The plan indicates no other specific criteria for success.</p> <p>The plan indicates that students will revise the rough drafts of their business plans based on feedback, but gives no indication of how that self-assessment will take place or what feedback will be given.</p>	<p>Teacher plans to provide students with a rubric on the quality of baked muffins before the students begin the baking project in pairs. Rubric dimensions include moisture, taste, color, texture.</p> <p>The unit plan is for students to develop a plan to design and produce products/services to sell to the school community. Teacher will communicate the criteria for the student-developed business plan by sharing the rubric.</p> <p>The plan indicates that students will revise the rough draft of their business plans using the rubric as a self-reflection guide.</p>	<p>Teacher plans to ask students what they think are the qualities of a delicious baked muffin. The teacher then plans to share the pre-designed rubric and have students redesign the rubric to incorporate their criteria.</p> <p>The plan indicates that students will have an opportunity to contribute to the formation of the rubric by looking at well-developed student business plans and backward designing the criteria elements.</p> <p>Teacher plans for students to assess their progress by using the rubric they have developed/modified.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
SAMPLE EVIDENCE				
	Students' business plans will be evaluated at the end of the unit.	Teacher plans to give students feedback on the rough drafts of their business plans.	Teacher plans to use in-class observation, teacher feedback on rough drafts, questioning throughout the lessons, and peer feedback on the quality of the business plans.	Students will use the classroom-developed rubric to assess the quality of their business plans. They will record their reflections in their journals and share with their peers.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher hands out a lab-planning sheet and says, "Plan your lab."	Teacher says, "Yesterday, we viewed a demonstration of how to make scrambled eggs. Today, you are going to fill out your lab planning sheet for scrambled eggs."	Teacher says, "Yesterday, we viewed a demonstration of how to make scrambled eggs. Today, we are going to plan your individual scrambled egg lab. Reflect on yesterday's demonstration and include some of the choices that were modeled in your planning." FCS CTE Nutrition, Food Production & Services L 43	Teacher says, "In your kitchen groups, develop a market order, list of equipment needed and time blocking necessary to complete your scrambled eggs lab." Students can explain how the final product of scrambled eggs differs from other egg products they will prepare.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher incorrectly defines energy and how it is converted.	Teacher correctly defines energy but gives incorrect example of how it is converted.	Teacher says, "What is energy?" "How is energy converted?" Teacher follows definitions with accurate examples.	Teacher has students work in groups to research and give examples of energy, how energy is converted and shares their examples with the class. The class discusses the accuracy of student representations of energy transformation.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content progression and level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
SAMPLE EVIDENCE				
	<p>Teacher says, "Thread your needle and sew on the button."</p>	<p>Teacher explains how to thread the needle correctly, and then asks students to thread their needles and sew on the button.</p>	<p>Teacher says, "Now that you have learned how to thread the needle and make a knot, we are going to sew on a button." Teacher does a demonstration and monitors students to ensure accuracy as they are learning the task.</p>	<p>Teacher says, "Now that you have learned how to sew a shank button, we are going to learn to sew a second button according to the specifications you have been given." Teacher does a demonstration and individual student monitoring to ensure accuracy as they are learning the task. Students who have successfully completed the task mentor struggling students.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher hands students informational literature about backsaws and tells students to find a backsaw and practice cutting with it.	Teacher hands out and explains informational literature about back saws and cross cutting, which includes pictures and steps for use. She then does a visual demonstration without using the terminology used in the informational literature.	Teacher hands out and explains informational literature about back saws and cross cutting, which includes pictures and steps for use. She then does a visual demonstration using the correct terminology by saying, "This is a backsaw. It is used for crosscutting your whirlybird project to length." Teacher then demonstrates how to use a backsaw safely and again uses the correct terminology.	Teacher hands out and explains Informational literature about back saws and cross cutting, which includes pictures and steps for use. She then does a visual demonstration using the correct terminology by saying, "This is a backsaw. It is used for crosscutting your whirlybird project to length." Teacher then demonstrates how to use a backsaw safely. Students read the literature and highlight any words that are unfamiliar. They work in groups to discuss what they have highlighted.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher asks questions, most of which are similar to the following: "How many of you babysit?" Student response is a show of hands. Teacher asks, "How old were you when you started babysitting?" Student responses varied. Teacher provides informational material describing babysitting.	Teacher asks questions similar to the following: "What are the qualities of a good babysitter?" Task: Students work in groups to develop a list of qualities that babysitters need to possess. The teacher facilitates sharing of the babysitting qualities necessary among student groups.	Teacher asks a variety of questions similar to the following: "How would a person know if he or she is ready to be a babysitter?" "What skills does a person need to be a good babysitter?" "What do you think should be included in a babysitter's kit?" Task: Students prepare questions to ask a parent speaker who is scheduled to visit the class. Students individually create babysitter kits using ideas generated by classroom discourse.	In groups, students generate questions similar to the following: "How would I get a child to go to bed on time?" "What do I do if the child I am taking care of will not stop crying?" Students research and develop their own babysitter's booklet.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher hands out informational literature that defines and gives examples of famous structures.	Teacher arranges students in groups. Teacher shows a video about famous structures. After the video, students discuss with group members what they saw in the video.	Using provided materials, student groups build structures given construction parameters. Structures are tested for strength upon completion.	Teacher arranges students in heterogeneous groups to work on an architectural design project. Each group is tasked with bringing in natural or recyclable products to make a simple structure. Students analyze the strengths and weaknesses of chosen materials.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Yesterday we went over parts of the business plan. Today, I'll walk you through the process of developing a business plan and you will take notes."	Teacher says, "Yesterday we went over parts of the entrepreneurial business plan. Today, I will walk you through the process of developing a business plan. In your groups you will discuss your ideas for your business."	Teacher says, "Yesterday we went over parts of the entrepreneurial business plan. Today, in your groups, you will choose your business plan topic and begin to develop the plan."	Teacher says, "Yesterday we went over parts of the business plan. Today, in your groups, you will choose your business plan topic. Use Google to create a site to design your business plan. Assign a role for each of your group members, such as technology manager, style manager, research manager, etc. Share your site with me."

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Criteria for student success</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare</p>	<p>Communicates general criteria for success and provides limited opportunities for students to self-assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p>	<p>Integrates student input in generating specific criteria for assignments.</p>
SAMPLE EVIDENCE				
	<p>Teacher assigns students to develop a budget plan but does not give them any criteria for success.</p> <p>Teacher says, "When you have finished your budgets, turn them in and I will tell you what we are doing next."</p>	<p>Teacher states, "As we prepare a budget, please remember to include your short- and long-term goals."</p> <p>Teacher says, "Before you turn in your budgets, be sure that you have checked your short- and long-term goals."</p>	<p>Teacher states, "Yesterday we learned about budgets, financial goal setting, and how they affect our future financial planning. Today you will construct an electronic personal budget plan according to short- and long-term goals. You will include a write up of your short- and long-term goals. Use the sample budget plan and rubric to set up your work."</p> <p>Students will compare their budgets and complete peer evaluations of each other's budgets and make suggestions. Students then consider the feedback to make improvements in their budgets if appropriate.</p> <p>BFT, Personal Fin. Content Standard 3</p>	<p>Students illustrate how income and spending patterns change throughout the life cycle for the typical person and family.</p> <p>After getting feedback from peers and revising their budgets, a student asks if she can use the rubric again to self-assess a final time.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Keep your tables open on your computer screens. I will walk around to make sure you have completed the assignment."	Teacher says, "Does everyone understand how to create a table?" Students nod their heads and the teacher says, "Good, let's move on."	Teacher walks around the computer lab and asks questions to check students' understanding and skill levels in creating and using tables to display data.	Students check each other's tables to be sure that they are in proper format and help each other make necessary corrections.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher says, "So far you have a C. If you put more effort into your work, you could improve your grade."</p> <p>Student says, "I think I am finished. Teacher says, "Look again."</p>	<p>Teacher says, "You have done a relatively good job with most elements of the budget project portfolio. Please add more examples to your reflection."</p> <p>Student says, "I added one more example to my reflection, but I don't know what else to do."</p>	<p>Teacher says, "In your budget project portfolio, you indicated your monthly fixed and variable costs. You have made a good start, but there are some things you seem to have left out. To make this more complete, think about everything that you need money for during the course of a month. What could you add to your costs list?"</p> <p>Student says, "I added three examples with supporting facts after getting your feedback."</p>	<p>Teacher notes, "Please put your reflection in a presentation format according to the rubric and be prepared to present your findings to the class. Peers will use the rubric to provide peer feedback. Teacher reminds students of oral presentation guidelines such as:</p> <ul style="list-style-type: none"> quality of information organization clarity of voice appropriate language details and/or examples <p>Student says to another student, "Will you review my presentation plan and let me know what you think?"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	A student asks for help, "I do not know how to get started with the horizontal tabs." Teacher tells the student, "Do not worry about it, just move on to the next part."	Teacher says, "It looks like most of you know how to create horizontal tabs so let's move on to managing your site."	Students are creating a website. One student says, "I don't know how to set up horizontal tabs." Teacher notices that many students do not know how to do this either. The teacher asks the computer savvy student who knows how to set up the horizontal tabs to demonstrate this to the class using the SMART Board. The students then create their horizontal tabs.	Using exit cards/electronic survey students will answer: 1. What did you learn in today's lesson? 2. What do you still want to know?