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

Evidence Guide
Illustrative Examples of Library Media 6-8

Sample evidence of teacher practice developed by Connecticut educators

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut Evidence Guides

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

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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

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*

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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.

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Student 1 says, "I just finished *The Hunger Games*, and I loved it." In front of the whole class, student 2 says, "You'd fit right in at the Capitol." Teacher laughs along.	Student 1 says, "I just finished *The Hunger Games* and I loved it." Student 2 says, "That book was dumb." Teacher overhears and says, "It's OK to disagree, but we use respectful language." Later another student says to Student 1, "Who would believe that girl could save a boy?" Teacher doesn't respond.	Student 1 says, "I loved *The Hunger Games*." Student 2 says, "Oh, maybe I should read that too." Teacher says, "Peer recommendations are really helpful. Thanks."	Student 1 says, "I just finished *The Hunger Games*, and I really liked it. What should I read next?" Student 2 says, "You might like *Unwind*. It's right over here on the shelf. I'll show you."
	When students come in to use the library, teacher sits behind circulation desk and shushes students.	When students come in to use the library, they sit at tables to work. Teacher addresses students when they signal her with a question.	When students come to use the library, teacher greets students with a smile. Teacher says, "What are you working on? Let me know if you need any help." Teacher circulates around the room.	When students come into the library, teacher greets them with a smile. Students engage teacher in conversation about what they're working on and ask for guidance. Students listen to each other and help each other. Collaborative work is completed efficiently with each student being considerate and attentive of classmates in their group.
	Teacher calls on the same three students to demonstrate a computer skill.	When the same three students raise their hands, the teacher says, "How about someone who we haven't heard from yet?" Then the teacher calls on one of the three original students to demonstrate a computer skill.	When the same three students raise their hands, the teacher says, "How about someone we haven't heard from yet?" The teacher says, "Turn and talk at your table to share your ideas before I call on someone to demonstrate."	When the teacher asks for a volunteer to demonstrate, all the students' hands are raised. Students offer feedback to one another using positive language. One student says, "That's a good way. How about trying this way?"

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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, "Get any book to read. I don't care what it is."	Teacher highlights displays and interest areas of collection. Teacher leaves students to make their own choices.	Teacher asks about or remembers students' interests to recommend another title.	Students create displays of book reviews they have written and personally recommend books to their friends.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				In addition to the characteristics of **Proficient***, including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Collection reflects personal opinions, interests, and views of teacher.	Collection does not reflect student needs and diversity; and/or teacher directs students only to a limited portion of the collection, for example, providing materials on only one reading level or only print materials.	Collection reflects various reading levels, cultures, and interests. Multiple languages and formats are represented in the collection.	Acquisitions reflect staff and student recommendations. Teacher actively seeks recommendations for purchase. Collection is closely aligned with classroom curriculum.
	During a collaborative unit on the Civil War, a student who has recently moved from South Carolina mentions that his great-great-great grandfather served in a South Carolina regiment. Another student says, "People in the South were traitors." The teacher does not respond to the comment.	During a collaborative unit on the Civil War, a student who has recently moved from South Carolina mentions that his great-great-great grandfather served in a South Carolina regiment. The teacher responds, "How nice," and continues her lecture.	During a collaborative unit on the Civil War, a student who has recently moved from South Carolina mentions that his great-great-great grandfather served in a South Carolina regiment. The teacher asks, "How is the Civil War perceived differently in South Carolina than it is in Connecticut?" Teacher asks follow-up questions.	During a collaborative unit on the Civil War, a student who has recently moved from South Carolina mentions that his great-great-great grandfather served in a South Carolina regiment. Teacher asks, "How is the Civil War perceived differently in South Carolina than it is in Connecticut?" Classmates ask follow-up questions and suggest that everyone go home and collect their own family's stories.
	During a human-body-system research unit, students are assigned a poster project and are assigned one of the following: the nervous, respiratory or circulatory system.	During a human-body-system research unit, students are assigned a poster project and are allowed to choose between the nervous, respiratory, or circulatory system.	During a human-body-system research unit, students are assigned a poster project based on their choice of topic relating to human body systems. Examples of student topics are given, including cell structure, diseases of the system, etc.	During a human-body-system research unit, students are given an assignment in which they get to choose their own topic, relating to the human body systems, and present their learning in a way of their own choosing (e.g., skit, Google Presentation or poster).

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ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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	Student 1 responds positively to a book talk. Student 2 interrupts and says, "That's stupid." Teacher does not respond.	Student 1 responds positively to a book talk. Student 2 interrupts. Teacher says, "Remember to take turns sharing your ideas." Student 2 continues talking.	Student 1 responds positively to a book talk, and student 2 says, "I disagree. I think …" Teacher says, "Those are both great points. Let's talk more about this."	Student 1 responds positively to a book talk, and student 2 says, "I disagree because …" Student 3 says, "I understand what you're saying, but have you guys thought about it like this…"
	While teaching search strategies the teacher asks for examples. No students volunteer examples. Teacher stands with arms crossed and waits for responses. After two minutes, teacher asks the question again. Teacher says, "I'll wait for you."	While teaching search strategies, the same four students repeatedly raise their hands to provide examples.	While teaching search strategies, 14 of 18 students raised their hands to offer examples.	A student says, "I'm still confused about how to use search strategies." Another student responds, "You have to use specific keywords that relate to the main idea and topic."

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	SAMPLE EVIDENCE			
	When headphones in the lab aren't working, teacher fixes the problem without student input.	When headphones in the lab aren't working, teacher gives instruction on how to troubleshoot the issue. The teacher leads students through troubleshooting strategies each time it happens.	When headphones in the lab aren't working, teacher prompts, "You can figure this out. It's just like last week when you had this problem. Do you remember what we did?"	When headphones in the lab aren't working, a student says to another student, "Let's brainstorm. Last time that helped us. We should write it down in case it happens again."
	Teacher says, "Our goal today is to complete this worksheet about research skills. Make sure you've filled in all the blanks."	Teacher says, "These research skills may help a few of you."	Teacher says, "Researchers use these skills regularly. Research can be difficult but this continues to build a strong foundation for you. Research helps our reading and writing.	Student says, "I was able to use what we learned about reliable resources at home this weekend when I helped my dad find a good website about growing tomatoes."
	Student asks teacher, "Can you help me find a book? I like Rick Riordan." Teacher takes student to shelf and finds no titles. Teacher says, "They're all out. Come back tomorrow." Teacher does not suggest alternatives.	Student asks teacher, "Can you help me find a book? I like Rick Riordan." Teacher takes student to shelf and finds no titles. Teacher says, "Looks like they're all signed out. How about trying George O'Connor? He writes graphic novels about Greek myths."	Teacher uses strategies, such as book-talks, mystery reads, and book buffets to stretch kids beyond their typical choices.	Students use their Online Public Access Catalog (OPAC) software or a notebook to track reading and proactively ask for assistance to select a different genre and/or a more difficult book.

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*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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior *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.*	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.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	No expectations are set or expressed. Expectations change from student to student. Teacher says, "That's not where that goes," but offers no direction.	Expectations are set at the beginning of the year. Teacher may remind one student about expectations, but ignore other incidents.	Expectations are posted throughout the space, such as "Respect one another and materials." Students are reminded when they don't follow expectations. Teacher says, "Don't forget to return books to the book drop."	Students create expectations and remind one another about appropriate behavior. One student says to another, "Remember, put your books in the book drop."
	Two minutes after starting the lesson a student asks, "What are we doing?" Three minutes later another student asks the same question. Lesson is not completed.	In preparation for a computer-programming lesson, teacher says, "Remember, I will know you're ready when your hands are off the keyboard and your eyes are on me." Four students continue to look at their laptop screens and touch keys. Teacher ignores behavior and starts the lesson. Six minutes into the lesson, a student asks, "What am I supposed to do?"	In preparation for a computer programming lesson the teacher says, "Remember, I will know you're ready when your hands are off the keyboard and your eyes are on me." Teacher models ready behavior at front of class. Thirty seconds later, students are ready to begin.	Students settle at their computers and remind one another to keep their hands off the computer and focus on the teacher.
	Five students run to get a comfy chair. Teacher shakes her head but does nothing.	Teacher says to student, "I noticed you running to the comfy chairs. Don't do it again." Meanwhile another student runs to a chair, but the teacher says nothing.	Teacher says, "I noticed a few of you running to the comfy chairs. Before we get started, let's talk about the expectations for our space before we begin."	Students walk quietly to a seat and begin reading.

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*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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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[5] and social skills and take responsibility for their actions.
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.	**SAMPLE EVIDENCE**			
	During a heated discussion, one student says to another, "You're stupid. That's wrong." Teacher does not respond.	Teacher does not provide positive examples of what students should say to each other when they disagree. Teacher says, "That's not how we talk to one another. You should know better than that."	Teacher introduces strategies for how to respectfully disagree with each other. Teacher provides time for students to practice using the language.	Students use strategies for respectful disagreement with each other independently. Students monitor each other to make sure all students use the strategies.
	Half the class is prepared with their flash drives. Teacher says, "Without it you can't do today's work. You'll have to do it for homework."	Teacher praises one table for being prepared with their flash drives, but does not praise the other fully prepared tables.	Teacher says, "Thanks to those of you who remembered your flash drive. We are ready to go. It shows that you are respectful of our time together."	Teacher says, "It looks like everyone remembered their flash drives. Did you remind each other in the classroom before you came down?" A student replies, "Yes. We did. We wanted to make sure we were ready for class." Teacher responds, "Great. I'll make sure Mrs. Smith knows that you've each earned a Dojo point."

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.[6]

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to needs of students *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.*	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.	Attribute text goes here. Apply style called red to indicate Common Core
	SAMPLE EVIDENCE			
	After a lesson, students get up noisily and begin book selection. It takes two minutes for students to stand and walk to the shelves. At end of class, the teacher says, "Time's up. If you haven't signed your book out yet return it to the shelf."	After a lesson, the teacher states that it's time to choose books. Teacher reminds students of appropriate behavior. Seven minutes later teacher says, "There are three minutes left. Make your final selections and line up at circulation desk." With one minute left, teacher gives a final reminder.	After a lesson, teacher states that it's time to choose books. Students quietly stand and begin to browse the shelves. Teacher says, "There are three minutes left before it's time to go." Students make their selections and line up at the circulation desk to check out.	After a lesson, teacher states that it's time to choose books. Students quietly begin browsing the shelves. The designated timekeeper notices that there are three minutes left and prompts her classmates to make their choices and get in line to check out.
	Teacher says, "It's time to move to the lab." Ten students move to the lab and 10 do not. Student asks, "Where is my folder?"	Teacher says, "It's time to move to the lab." Eighteen students move to the lab and some do not. Student says, "What do we do now?" Materials are left behind.	Teacher says, "It's time to move to the lab." Students get up, gather materials and move quietly to assigned computers in the lab and begin working.	During transition to the lab, students look around and remind each other to bring materials and leave water bottles behind. Students help each other when problems arise.
	During class, the computer lab's internet goes down. Teacher announces, "The Internet is down, so I can't do my planned lesson. You can have free time."	During class, the computer lab's Internet goes down. Teacher announces, "You have the choice between Scratch and West Point Bridge Builder."	During class, the computer lab's Internet goes down. Teacher announces, "The Internet is down today, and I know you have some publishing to do for your short story project. Why don't we work on that? Does anyone have any question about today's change in plans?"	During class, the computer lab's Internet goes down. Teacher announces, "The Internet is down today." A student suggests they continue working on publishing their short story using Word.

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Content of lesson plan is aligned with standards *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.*	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
	SAMPLE EVIDENCE			
	Teacher does not identify what standards are being addressed in the lesson. Lesson objective is to follow an inquiry-based process to explore career choices (AASL 1.1.1/CC6.W.7, CC6.W.8). Teacher plans to read stories about careers and to discuss them with students.	Some of the AASL (American Association of School Librarians)/CCSS standards listed in the plan support the content of the lesson, but other standards listed are not addressed in the lesson content. Lesson objective is to follow an inquiry-based process to explore career choices (AASL 1.1.1/CC6.W.7, CC6.W.8). Teacher plans to present graphic organizer without modeling its use to students. Teacher will select all materials for student research.	Teacher has identified specific AASL/CCSS standards that will be addressed in the content of the lesson. All lesson activities are designed to promote student learning of the standards. Lesson objective is to follow an inquiry-based process to explore career choices (AASL 1.1.1/CC6.W.7, CC6.W.8). Teacher plans to use a graphic organizer as a tool for students to collect information. Teacher will model filling in the graphic organizer, then show examples of different sources students can use. Students will work independently to fill in organizer.	Teacher has identified specific AASL/CCSS standards based on student needs; all lesson activities and planned assessments are aligned to the specific standards. Following the inquiry-based lesson on careers, students will compare and contrast how their chosen career may have changed in the last 50–100 years. Teacher plans time for students to share the information they have found.

2: PLANNING FOR ACTIVE LEARNING

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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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Content of lesson appropriate to sequence of lessons and appropriate level of challenge *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.*	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	SAMPLE EVIDENCE			
	Teacher plans to introduce short stories and give examples. No standards are referenced.	Teacher plans to project a page of fictional text and ask students to read. Teacher plans to elicit possible themes from students (CC8.RL.2/AASL 4.1.2). Students will read short fictional texts. Teacher plans for students to answer questions about plot, character, setting and theme.	Teacher plans to project a page of fictional text and ask students to read. Teacher plans to elicit possible themes and supporting evidence from students (CC8.RL.2/AASL 4.1.2). Students will practice analyzing theme with short fictional passages, highlighting evidence, and sharing findings with group.	Teacher plans to extend the lesson for students by having them discuss common themes in short fiction. Teacher plans whole class activity, where the group will collaborate on creating a short story based on one of the themes.
	During lesson three in a five-week research project, the teacher plans to teach how to construct a bibliography. Teacher models correct format for each type of source and has students practice using sample sources.	During lesson four in a five-week research project, the teacher plans to teach writing a bibliography. Teacher plans to model correct format for each type of source and has students practice using sample sources, as students are still compiling information from their project sources.	During lesson five in a five-week research project, the teacher plans to teach writing a bibliography. Teacher plans to model correct format for each type of source, give sample bibliography handouts as reference, and have students construct their bibliography using the sources from their own research.	Teacher plans to extend the learning by showing students how to create a bibliography using the website Easy Bib. Students will complete and print out independently.
	Teacher plans for students to expand their research to include online sources. Teacher plans for Google searches.	Teacher plans for students to expand their research to include online sources. Students are limited to one specific site.	Teacher plans for students to expand their print research to include online sources. Teacher will give students specific sites to look at, and then give them the opportunity for independent online exploration.	Following the independent web exploration, students will pair off and discuss the most useful website they used. Teacher plans for students to create a wiki, publishing their top-three most useful research websites.

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				*In addition to the characteristics of Proficient, including one or more of the following:*
Use of data to determine students' prior knowledge and differentiation based on students' learning needs *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.*	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	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.	Plans for students to identify their own learning needs based on their own individual data.
	SAMPLE EVIDENCE			
	Teacher follows curriculum-pacing guide to plan lesson.	Lesson is planned based solely on previous year's assessment data.	Lesson is planned based on prior assessment data of students' web literacy, current formative assessments and observation of student needs.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps in understanding reliable web resources.
	Teacher plans whole-class lesson on website evaluation.	Teacher plans a whole-class lesson on website evaluation, using an advertisement-sponsored site (i.e., Geico.com). Students will evaluate and share their findings.	Teacher plans a website evaluation lesson. Teacher plans to divide students into two groups based on learning needs. Group A will analyze an advertisement-sponsored site (e.g., Geico.com). Group B will identify components of an advertisement-sponsored site, using a handout of a diagram or posted screenshot.	After students have analyzed an advertisement-sponsored site, students will independently investigate other websites to recognize additional examples.

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	SAMPLE EVIDENCE			
	Teacher plans for students to write their autobiography and hand it in.	Teacher plans for students to create an autobiography. Students will fill out a questionnaire and present to class.	Teacher plans for students to interview and create a biography of a fellow student. Working in pairs, students will interview, write, and present their partner's life story.	Teacher plans for students to present their biographies using their own choice of media: acting, singing, poetry, Wordle, etc.
	Teacher plans to have students copy the definitions of genre.	Teacher plans to have students find examples of books around the library that fit into specific genres. Students will explain their choices.	Teacher plans to have students find examples of books around the library that fit into specific genres. Students will give evidence, using the vocabulary of the different genre types, to explain their choices.	Teacher plans to have students choose whether to create a glossary of new vocabulary or illustrations of each word and phrase.
	Teacher plans for students to write and present a book report of an assigned biography.	Teacher plans for students to write and present a book report of a biography chosen from a preselected list.	Teacher plans for students to write and present a book report of an independently chosen biography.	Teacher plans for students to choose the medium in which to present a biography (e.g., Prezi, Edmodo, PowerPoint, etc.).

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	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.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
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.	**SAMPLE EVIDENCE**			
	Teacher identifies a specific passage and plans questions where answers are stated explicitly in the text. Many of the questions are about personal connections, which may not require that students have read the text at all.	Teacher identifies a specific passage for analysis and plans a series of text-dependent questions where most answers are stated explicitly in the text and asks for a short summary.	Teacher identifies a specific passage for in-depth analysis and plans questions to lead students to a deeper understanding. The questions are scaffolded and sequenced. Students will be required to provide evidence from the text.	Teacher identifies multiple passages for in-depth analysis and plans questions to lead students to a deeper understanding. Teacher plans for students to generate their own questions.
	Teacher plans to have students use a graphic organizer to collect information and answer questions.	Teacher plans to have students use a graphic organizer to collect information and answer questions. Students will write a one-paragraph summary of their reading.	Teacher plans to have students use a graphic organizer to draw inferences from their collected information.	Teacher plans to have students synthesize their information from multiple sources and create a presentation about their topic using the medium of their choice.

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.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Instructional resources and flexible groupings support cognitive engagement and new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
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.	**SAMPLE EVIDENCE**			
	Teacher plans whole class instruction.	Teacher plans for students to select their own groups.	Planned groups are based on student learning needs, skill level, interest survey, etc.	Planned groups are based on content area strengths/interests, student learning needs, skill level, interest surveys, etc.
	Teacher selects a literary text that is at a fourth-grade level for a seventh-grade class to introduce a new concept.	Teacher selects a poem and a nonfiction article to introduce a new concept.	Teacher selects multiple resources to introduce a new concept: current events, informational texts, works of art, websites, multimedia, digital tool, etc. Teacher's plan includes sources with a range of complexity.	Teacher plans for students to make their own interdisciplinary connections by providing time for independent, self-directed reading.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
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.	**SAMPLE EVIDENCE**			
	Teacher's plan states, "Students will read a fiction text and write a sentence stating the theme."	Teacher plans general questions related to the lesson but does not determine acceptable responses /likely unacceptable responses. Students will read a fiction text. Students will work in groups to write a sentence identifying the theme that includes some evidence from the text.	Teacher plans specific questions related to the lesson and determines a range of acceptable responses and likely unacceptable responses. Students will read a fiction text. Students will work in groups to write a sentence identifying the theme of the passage. Teacher knows that there will be multiple correct answers and that students will need to support answers with two pieces of evidence.	Following the practice of finding a theme with supporting evidence, students will read another fiction text. Teacher plans for students to determine the amount of supporting evidence needed.
	Teacher plans to have students hand in their written theme statement.	Teacher plans to read a fiction text aloud. Teacher plans to give students a copy of text. Teacher will explain that students must have some details from the text and a theme statement to meet success.	Teacher plans to read fiction text aloud. Teacher plans to give students a copy of text. Teacher will explain that students must have two specific details from the text to meet success, as well as a theme statement.	The teacher plans for students to turn and talk with partner to remind each other of the success criteria.
	Teacher plans to remind students to hand in their work when finished.	After students complete a research project, teacher plans time for students to evaluate their work based on communicated criteria (i.e., student logs into Survey Monkey website to complete teacher-generated self-assessment).	As students work on research project, teacher plans time for students to evaluate their progress based on communicated criteria (i.e., student logs into Survey Monkey website to complete a teacher-generated self-assessment).	Prior to work on a research project, teacher guides students to create a self-assessment tool (i.e., rubric, questionnaire, etc.). As students work on the project, teacher plans time throughout project for students to assess their individual progress using their own assessment tool.

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Ongoing assessment of student learning	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.
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.	**SAMPLE EVIDENCE**			
	End-of-unit quiz will be given after the unit is complete.	Teacher plans to use technology tools (SMARTBoard clickers, online polling), exit slips, questioning, and/or observation at midpoint and completion of the lesson to gauge student understanding.	Teacher plans to use technology tools (SMARTBoard clickers, online polling), exit slips, questioning and/or observation at key points throughout the lesson to gauge student understanding.	Following the teacher's assessment, teacher plans for students to rate themselves based on self-assessment rubric.

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "To get started today, open the Internet and look up the American Revolution."	Teacher says, "Today we are going to research the American Revolution. We will be using the Internet and books for our research."	While pointing to posted objectives, teacher says, "Today, we are going to use websites to explore causes of the American Revolution. Remember, we need to be critical consumers when finding, evaluating and selecting appropriate website resources."	Teacher says, "Think back to last week in your social studies classes. What did you learn about the causes of the American Revolution? Let's brainstorm a list of causes so we will know what search words to use today." Student responses include, "Taxation without representation" and "representation of the Colonies."

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
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.	**SAMPLE EVIDENCE**			
	Teacher allows students to use Wikipedia as the sole reliable source of information.	Teacher correctly defines the Iron Age, but incorrectly identifies the time in the research.	Teacher says, "When we search for information, we need to use clue words. When searching for the Iron Age, we might use words like iron age tools, bronze to iron age or European Iron Age."	Teacher says, "Work with your neighbor and create a T-chart to record examples of keywords that work and keywords that do not work to research tools in the Iron Age. Be ready to share your ideas with the class."

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Content progression and level of challenge *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.*	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical profession and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
	SAMPLE EVIDENCE			
	Teacher says, "Go to the shelves and find books about the circulatory system. Then record three facts on your handout."	Teacher says, "Think about what words you might use to search for library materials on the circulatory system in the OPAC (online public access catalog). Today, we will look for books that give us more information about this topic."	Students complete a survey of their knowledge of the OPAC. Based on the results, teacher assigns students to one of five groups. Groups are given differentiated tasks with increasing levels of complexity to practice searching for material. Two groups require more support from the teacher. At the end of the session, students reflect on questions: "What do I clearly understand? What don't I understand?"	The teacher leads the class in creating a list of keywords to search about the circulatory system. Using the OPAC, students develop a list of possible sources to find in the library. As students find the materials, the teacher asks the class to pause as one student at a time explains what strategies he or she used to find the book, encyclopedia, magazine, graphic, etc.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "Enter your name into a cell on your screen." Student responses include: "I don't know what a cell is." "How do I highlight?" "This is too hard for me."	Teacher reads the definitions of cell, row, column and sheet. Students record the definitions on their own graphic representation of the screen in their notebooks.	While referring to a poster labeled with the parts of an Excel spreadsheet, the teacher says, "Let's review the terms sheet, row, column and cell. On your computer, highlight each one as we go along, and I will check to be sure you got it correct. This is the language I expect to hear you using with your partner, too." Teacher circulates to ensure students are highlighting correct areas.	Given a graphic of the parts of a spreadsheet, students write their own definitions while working in pairs. Student says, "I see that is called a column. It is just like the front of a building in Rome—they had columns that went up and down like that, too."

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher asks, "Who was at the Continental Congress? What document did they write?"	Teacher says, "Today, we are going to use primary sources to make a class list of who was at the Continental Congress and summarize the freedoms they felt strongest about."	Teacher asks, "This source does not explicitly state the significance of the Continental Congress, but we should be able to make inferences based on our reading. How might you describe the significance of the Continental Congress? Remember to cite textual evidence to support your ideas. We will talk about our ideas with one another before we write."	Teacher says, "Today we are going to consider multiple sources to develop some questions to ask your assigned member of the Continental Congress." Student says, "I want to ask Thomas Jefferson why he felt the need to include religious freedom."
	Teacher reads a primary source article to the class. Teacher says, "I am going to point out 12 words in the text, and I want you to highlight each of them. These words describe what it was like at the Continental Congress."	Teacher passes out two different primary sources and asks students to read the page, highlight words that describe what it was like at the Continental Congress, and write one question for a member of the Continental Congress.	Students use the selected databases to locate primary sources of information. Students develop a claim and cite evidence to demonstrate their understanding of the impact of the Continental Congress.	Student says, "I have a few questions for King George, too. I still want to look for some letters and journal entries from him to find out why he taxed the colonies."

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
			SAMPLE EVIDENCE	
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.	Teacher says, "We are going to read an article on Sudan's economy all together and then complete a 10-question worksheet on your own."	Students choose between two articles about the current economy in Sudan. They work in pairs to read the articles and complete a graphic organizer.	Members of each student group have read a selection at their reading level about the economy of Sudan. Groups work together to make a map of available resources and products while citing evidence from each of the three reading selections. Each group has an opportunity to present its map to the whole class and answer other students' questions.	Students work in self-selected groups to develop a proposal for a new business in Sudan. Groups create products, marketing strategies and rationales for peer review. Teacher reminds students to consider the available resources, budget, need for product/services and current products. The teacher says, "Remember to refer to your maps from yesterday's lesson as you move forward with your business proposal. All maps are posted on the classroom wall."

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "Now that we finished reading that article, please turn over your paper and begin answering the questions on the back."	Teacher says, "Last night you read two articles about life in ancient Egypt. Together, we will make a list of questions you still have up here on the board."	Teacher says, "Yesterday, we discussed several facets of Egyptian life to consider. Today in your groups, you will choose one of five topics to research. Use the planning sheet to assign roles within your group and develop a plan for what information you will need. I will be around to check your work."	Student says, "I want to know more about the mummification process. I saw in an article that other cultures used mummies, too. Can I make my own sarcophagus following the procedures I found in my research?" Teacher replies, "Great idea! I can give you some other places to look for information. Would you be willing to share your learning with the rest of the class? Could you compare and contrast the processes of the two civilizations?"

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
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.			**SAMPLE EVIDENCE**	
	Teacher says, "Be sure you have enough information by the time we leave the lab today. Your Shakespeare paper is due soon."	Teacher says, "Remember, according to the rubric you need multiple sources of information. Be sure by the time we leave the computer lab today that you have enough research."	Teacher says, "Take out your research project rubric. Look at the second criterion on your rubric. It states that you need three sources for our research on Shakespeare's theater. Check your materials now to see how many sources you have. Do you need to find another source today while we are in the computer lab? Or do you have three sources already?"	Student says, "I think it would be helpful to look at some images of Shakespeare's Globe Theater. We should use an image as one of our sources."
	As students leave the lab, they present a list of sources for the teacher to check off completion in the grade book.	Eighteen of 22 students have a research scoring rubric visible on their desk. Ten students have parts of the rubric checked off.	Student says, "I'm looking at my rubric and notice that the bibliography is due tomorrow. I still need to add copyright dates."	To a classmate, student says, "The rubric says to use three sources in our research; I have two database articles and an infographic of the Globe Theater. Do you think this is OK?"

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	To whole class teacher says, "Hold up your fingers to show me how many videos you have watched today."	Teacher says, "Is everyone finding enough research on the immigration of Germans to America?" Eighteen students nod their heads. Six students do not. One student is out of the room. Teacher says, "Looks like most of us are on the right track. Good."	Teacher says, "Have a member of your group ready to connect to the projector with AirPlay. While we are looking at each group's immigration videos, please use your iPad to tweet me any questions you have about the other groups' research."	Student says to group, "According to the checklist we made last class, we will view three videos about German immigration. Let's make a group list of questions we still have from the Twitter feed. It is good we have one more video to watch. Do you think we will have enough information to start our project?"

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Feedback to students *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.*	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.
	SAMPLE EVIDENCE			
	Teacher says, "Highlight some more information in your research to improve your grade."	Teacher says, "Be sure your interview questions for your explorer are based on your research."	Teacher reads student's rough draft and says, "Be sure that your interview questions for Magellan are based on evidence you found in your research. Highlighting the question and the place in the text that you found your evidence in the same color may help you."	Teacher says, "You have the interview questions and the research of your partner in front of you. They highlighted the question and text evidence in the same color. Check each of their three questions to be sure they are aligned with the information in the text. Leave a sticky note with a ☺ if the question aligns with the text or a ☹ if it does not."
	Student uses highlighter to draw in the margins of the research documents.	Student rewrites one question but adds, "I don't know where these interview questions are coming from though."	Student says, "I used the same color highlighting to show relationships between the interview questions and textual evidence, as you suggested in your comments. Can you look?"	Student says to partner, "I went back and looked; I highlighted the wrong part, like you said. I fixed it now. Can you recheck it?"

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				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
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.		SAMPLE EVIDENCE		
	Student says, "I am not sure how to find information on just the Lincoln Memorial." Teacher responds, "Print what's on your screen. I'm sure there is information in there."	Teacher says, "I notice that most of you are printing articles about your assigned monument. I'll assume you all found good sources, and we will move on to talk about your travel brochure when the printer stops running."	Student says, "How do I know which search result to pick?" Laptop screens of seven other students show search results. Teacher says, "I notice that as many of you are looking for information on your chosen monuments in Washington, D.C., that you are getting a lot of results. Let's come back together to brainstorm how we might use keywords to get better search results."	Teacher asks students, "Was there anything particularly helpful in today's lesson?" Student says, "I think that brainstorming a list of possible keywords before starting to search would have saved me some time." Twelve students nod in agreement. Teacher responds, "OK, tomorrow when we begin researching museums in Washington, D.C., let's start by developing a list of possible search words."