

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

**Evidence Guide
Illustrative Examples of Social Studies 3-5**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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

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.
<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>Students are sitting in a circle preparing for a skit they wrote about the Revolutionary War. Caitlin says to another group member, "Give me the script." Teacher does not respond. Caitlin grabs a copy of the script. Teacher does not respond.</p> <p>Teacher sits at desk working on computer while students independently work on drawing conclusions based on evidence found in informational texts. Teacher remains at desk. Several students raise their hands. Teacher shakes her head, "no" and continues working on the computer.</p>	<p>Students are sitting in a circle preparing for a skit they wrote on the Revolutionary War. Caitlin says to another group member, "Give me the script." Teacher says, "Caitlin, how should you ask your group mate for a copy of the script?" Caitlin takes a deep breath and lets out a loud sigh and says, "May I have a script?" loudly. Teacher does not respond to the student's demeanor.</p> <p>Teacher sits at desk while students independently work on drawing conclusions based on evidence found in informational texts. A student raises her hand and the teacher goes over to the student's desk. The teacher returns to her desk. Later, another student raises her hand. The teacher says, "Come to my desk for help." Another student starts to move toward the teacher's desk and she motions her head "no."</p>	<p>Students are sitting in a circle preparing for a skit they wrote on the Revolutionary War. One student says to another, "Will you please pass me a copy of the script?" The other student smiles and passes the script over. The first student says, "Thank you." Teacher leans in and says, "Thank you for speaking so respectfully!"</p> <p>Teacher moves from desk to desk to check on each student as they work on drawing conclusions based on evidence found in informational texts. When one student raises his hand, teacher smiles, nods and moves next to that student's desk to respond.</p>	<p>Students are sitting in a circle preparing for a skit they wrote on the Revolutionary War. One student says to another, "Will you please pass Paul a copy of the script because I see he does not have one yet?" The other student smiles and passes a copy of the script over to Paul. Paul says, "Thanks."</p> <p>Students work collaboratively to draw conclusions based on evidence found in informational texts. One student says, "We should organize our evidence in a chart to help us draw our conclusions." Another student responds, "That will help us a lot!"</p>

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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.
	<p>Teacher calls on the same three students while in a discussion on Westward Expansion.</p> <p>During the beginning of a research component on Westward Expansion, a student says, "My family moved west for my dad to find a new job when I was little." The teacher responds, "We are talking about long ago in American history and not our family's experiences."</p>	<p>During a discussion on Westward Expansion, the same group calls out their responses without being called on. Teacher says, "We need to give other groups a chance." Teacher calls on another group for an answer. After that group responds, the first group starts to call out answers again. Teacher does not respond.</p> <p>During the beginning of a research component on Westward Expansion, a student says, "My family moved west for my dad to find a new job when I was little." The teacher responds, "That is a very interesting story David. Has anyone else traveled or lived out west that would like to share?" The teacher then assigns each student his or her specific research topic.</p>	<p>During a discussion on Westward Expansion, the same three students raise their hands to answer the questions. Teacher says, "I see a few of the same hands up. Let's try turning and talking to the person next to you about why you think people wanted to move to the west." After the partners talk the teacher says, "I would like each pair to share one reason why people wanted to move west. Let's see how many reasons we can come up with." Teacher says, "Partners, you need to agree on your best answer and select a spokesperson."</p> <p>During the beginning of a research component on Westward Expansion, a student says, "My family moved west for my dad to find a new job when I was little." The teacher responds, "That is a very interesting story David. Maybe you could use that as a springboard to choosing a topic that interests you?" The teacher then conferences with students about the topic of their research project on Westward Expansion. The teacher and student brainstorm a list of three possible project topics from which the student will choose one.</p>	<p>When teacher asks students to construct and share compelling questions on Westward Expansion, all the students' hands are raised. Students raise their hands and share their questions. One student raises her hand and responds to another student by saying, "That's a good question! How did you come up with that?"</p> <p>During the beginning of a research component on Westward Expansion, the teacher encourages students to share their own experiences with the west. The teacher pairs students based on an interest survey. Students meet with their partner to discuss, question, and brainstorm a list of three possible topics from which each student will choose one. One student says to his partner, "We both like geography, so maybe we should add Lewis and Clark to our list." His partner responds, "That's a great idea."</p>

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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>Students are using a single informational text to study Henry Ford.</p> <p>During a discussion about immigration, a student says, "My family emigrated from Ireland." Teacher says, "We are not discussing personal experiences right now!" and begins to read a book on immigration.</p>	<p>Students choose from North American and European activists/historical figures for their biography. The reading level of the texts is all the same.</p> <p>During a discussion about immigration, a student says, "My family emigrated from Ireland." Teacher says, "Wow, that is interesting." Other students have their hands raised. Teacher gestures for them to put their hands down and begins reading a book on immigration.</p>	<p>Resources for an activist/historical figure biography reflect various cultures. Materials are available in a range of reading levels that support and exceed the limits of the grade level. Adaptive technology is available for use based on student need for the biography project.</p> <p>During a discussion about immigration, a student says, "My family emigrated from Ireland." Teacher says, "Wow, I wonder how many other students have family members who have emigrated from other countries. Raise your hand if you know someone from your family who immigrated to the United States from another country." Three-fourths of the students raise their hands. The teacher then says, "Maybe other students would like to share where their family emigrated from." Another student responds, "My family emigrated from Africa."</p>	<p>Students bring in resources that relate to their culture to support their own and other students' biography projects.</p> <p>At the end of the class discussion during which a few students shared their knowledge of the family's immigration to America experiences, teacher asks students, "Please go home tonight and talk with your family about where your family members came from. We will share our findings and stories tomorrow!"</p>

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	Teacher assigns one state for the whole class to research with all students accessing the same source material.	The teacher assigns students to state research projects. One student says, "I am more interested in researching Idaho because I lived there." Teacher responds, "You have to research the state you were assigned."	Teacher asks, "Which state would you be most interested in learning about? It will be your choice. I will give you some computer time to look up a few facts if you are not sure what state you might be interested in."	Students work in small groups and brainstorm what states they might be interested in researching. In their groups, they share anything they knew about the states to help each other make decisions.

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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.
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	<p>In a small group setting, students are working together to compare the lifestyle of American settlers to the Native Americans. One student says, "The Indians are not nice to the settlers." Another student says, "That is a stupid thing to say. The Native Americans helped the American settlers." The teacher does not respond.</p> <p>Teacher asks, "Can anyone compare our town a hundred years ago to our town today using the two photographs?" Students do not respond. Teacher says, "I am going to wait here until someone gives me the right answer!"</p>	<p>In a small group setting, students are working together to compare the lifestyle of American settlers to the Native Americans. One student says, "The Indians are not nice to the settlers." Another student says, "You are wrong, the Native Americans OBVIOUSLY helped the American settlers." Teacher responds to the second student, "We do not use that tone of voice when we talk." The first student snickers and smirks. Teacher does not respond.</p> <p>Teacher asks, "Can anyone find evidence in the photographs to compare our town a hundred years ago to our town today?" The same four students, who have answered all of the other questions, raise their hands and teacher calls on one of them.</p>	<p>In a small group setting, students are working together to compare the lifestyle of American settlers to the Native Americans. One student says, "The Indians are not nice to the settlers." The Teacher says, "I think we need more information before we can draw conclusions. Let's continue our reading to find out more."</p> <p>Teacher asks, "Can anyone use evidence from the photographs to compare our town a hundred years ago to our town today?" Fourteen of the 18 students in the class raise their hands to participate.</p>	<p>In a small group setting, students are working together to compare the lifestyle of American settlers to the Native Americans. One student says, "The Indians are not nice to the settlers." Another student responds, "I think we should look that up in this book, because I am not sure about that!" Another student suggests, "Let's each use a different resource and compare notes."</p> <p>As students work in their groups, one student says, "I am still confused about what evidence we're supposed to find in the photographs to compare our town a hundred years ago to today." Another student responds, "I can help. What doesn't make sense?"</p>

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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>While working independently on finding evidence in an informational text, teacher says, "Hector and Tasha, you are ready to work independently. You get to try it again with another book. Everyone else, just do your best."</p> <p>Lesson objectives are not visibly posted within the classroom; students have limited access to rigorous content resources. The teacher and/or classroom do not indicate that student success is celebrated nor expected.</p>	<p>While working on finding evidence in an informational text, teacher says, "We're going to break into two groups. Some of you will not be able to do this on your own and some of you are ready to work on your own."</p> <p>Lesson objectives are posted within the classroom, but not all students have access to rigorous content resources. The teacher works exclusively with one group of students while the remaining students struggle with the assigned text.</p>	<p>While working on finding evidence in an informational text, teacher asks, "How can you find some evidence to support your answer?" Student replies, "I look for the key words from the questions that help guide me to the part of the book where I might find the answer." Teacher asks, "What do you do then?" Student says, "I highlight the information that I think is important and then I begin to write my answer and use the evidence to support my answer." Teacher says to class, "If anyone has trouble we'll work on it together. You will all be able to find evidence to support your answers."</p> <p>Lesson objectives are posted within the classroom; all students have access to rigorous content resources. Aside from the current assigned text, other primary and secondary resources are in the room for student use. Student work is displayed and it is evident that student success is both celebrated and expected. Teacher- and student-generated resources such as Word Walls and essential questions help focus student learning.</p>	<p>While working on finding evidence in an informational text, one student says, "Does anyone know how to start?" Another student responds, "I am going to use the headings to help me locate my information. Last time I was stuck, that strategy really helped."</p> <p>While working with rigorous text, several students access highlighters and dictionaries that the teacher has made available for student use. A number of students start saying they are struggling with the text, another student says, "Start by looking up some of the more challenging words in the dictionary. It really helps." The teacher recommends referencing the Word Wall that students have generated during this unit as another source.</p>

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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.
	Students working on a project have no rubric. When teacher hands back a graded project, she says, "Hopefully, you will do better next time."	Students use a graphic organizer to make sure they research for specific facts. Teacher says, "Make sure you fill out the entire organizer."	Students use a rubric provided by teacher that includes sample student work that demonstrates each level of achievement. Teacher says, "I want you to use the rubric and sample student work to self-assess your own work and make improvements to it."	Students adjust personal goals based on analysis of their self-assessment. A student says, "This would be great to add to my portfolio!"

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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				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	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.
<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>Students are independently writing down an informational essay on their town. Half the class is either looking around the room or doodling on their papers. Teacher does not address them in any way.</p> <p>During group work for a state research project, the classroom volume gets loud because four out of five groups are loudly discussing their sports activities from the weekend. Teacher walks around the room but does not address them in any way.</p>	<p>All students are working independently on writing an informational essay on their town. A student is looking out the window, and teacher stands in close proximity to that student. Student begins to work, but stops when teacher walks away. Teacher looks back at student who is again looking out the window. Teacher does not respond.</p> <p>During group work for a state research project, teacher says, "I noticed some groups are getting too loud. Please try to quiet down." After five minutes, the classroom returns to the original volume, but teacher does not address the situation</p>	<p>All students are on task and working independently on writing an informational essay on their town. A student begins staring at the clock and teacher moves and blocks the student's visibility of the clock. The student returns to his work. Teacher remains in close proximity as he works.</p> <p>During group work for a state research project, teacher says, "I noticed some groups are getting too loud. Please come to the carpet and I will review our group work expectations." Teacher then chooses three students to help model appropriate volume for group work. Then, teacher speaks with the model group in a voice that is just louder than a whisper. Next, the teacher has students practice expected behavior by turning and talking with the person next to them prior to returning to their groups. After three minutes of appropriate group volume, teacher says, "As I was working with group 2, I noticed how much easier it was to hear our conversation because all the groups are talking more quietly."</p>	<p>All students are on task and working independently on writing an informational essay on their town. Billy begins taking other papers out of his desk. Lucy says, "Billy, can I help you get organized so you can get started?" Billy smiles and nods his head to signal yes.</p> <p>During group work for a state research project, one student says to another student, "Maybe, we should talk more quietly because I think we are bothering the other group."</p>

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	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>After a student explains the Revolutionary War from the point of view of the British during a group discussion, another student says, "That's w-aaaa-y wrong!" Teacher does not respond and then asks, "Who has the correct answer?"</p> <p>During a group discussion around a historical photograph, three out of six groups are looking at the speaker and nodding their heads. Students in the other three groups are not looking at the speaker. Teacher says, "All of you will have to work independently now because you don't know how to listen to each other."</p>	<p>After a student explains the Revolutionary War from the point of view of the British during a group discussion, another student yells out, "That's wrong." Teacher asks the student to raise his hand next time, but then let's him explain a colonist's point of view.</p> <p>During a group discussion around a historical photograph, teacher says to two girls, "Thank you for being active listeners," but does not recognize the boys when they are demonstrating the same behaviors.</p>	<p>After a student explains the Revolutionary War from the point of view of the British during a whole group discussion, teacher responds by asking, "Can anyone else share another perspective?" Tristan raises his hand and responds, "I would like to share from a colonist's point of view."</p> <p>After five minutes of group discussion around a historical photograph, teacher says, "As I was walking around, I could tell Annie, John, and Laura were being active listeners because they were looking at the speaker and responding to what the speaker said." Teacher continues to compliment other students' behavior.</p>	<p>Students are set up in a debate format to discuss the Revolutionary War. As the discussion progresses, students look at other students and wait for natural pauses before responding to each other. The teacher has clearly established effective debate procedures.</p> <p>During a group discussion around a historical photograph, a student asks a clarifying question to the previous speaker, "Why did you say you think this picture took place in the 1950s?"</p>

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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.
	Teacher says, "It is time for our research groups." At one table, one student asks, "What are we supposed to do?" Another student answers, "I haven't a clue." At another table, students are discussing the menu for lunch. At a third table, students are passing around an action figure that one of the students brought in. Teacher is talking to a one student at her desk and does not respond to students' behaviors.	Teacher says, "It is time for our research groups." Some students clean up, some students talk and do not take action. One student asks, "What do we need to do?" Teacher compliments the group that is prepared, but does not respond to the student's question.	Teacher says, "It is time for our research work. You need to move into your groups" All students gather their materials, and quietly move to their assigned group tables.	Teacher concludes the math lesson. Students independently put away their math materials, retrieve their research materials, and move to their assigned group tables without teacher prompting.

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.	Service provider encourages and/or provides opportunities for students to demonstrate and/or 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			
	<p>In a lesson on mapping, students move from whole class to small groups in four minutes and teacher takes another six to distribute materials. Lesson is not completed.</p> <p>Students are just finishing creating a group map. Teacher says, "We need to move from this activity to the state identification worksheet." The students begin talking and just looking at other materials at their desks. It takes five minutes for most students to be working on the independent work. A few students are still working.</p>	<p>In a lesson on mapping, students move from whole class to small groups in two minutes. Teacher has student group-leaders distribute materials while the students are still moving into groups. Two of the group leaders are slower than the others to retrieve and distribute materials. It takes those two of the groups more than four minutes each to begin working on their mapping activity.</p> <p>Students are just finishing creating a group map. Teacher claps her hands twice and says, "Please clean up and begin independently completing the group work reflection sheet." Students begin talking. Students are still talking to each other and teacher says, "Remember, there is no talking during a transition. Please get right to work." Students continue to talk and it takes five minutes for all students to be working on the independent work.</p>	<p>Teacher rings a bell to signal students to move to groups for their mapping activity. It takes one minute for groups to organize and each group member has a pre-established role. It takes one minute for students to retrieve materials, which are laid out on a table. Everyone is working on their mapping activity after two minutes.</p> <p>Students are just finishing creating a group map. Teacher claps her hands twice and says, "I would like everyone to move from the activity to independently completing the group work reflection sheet." Twenty out of 25 students are silent while cleaning up their materials and putting them on the shelves. Teacher says, "Thank you. Let's see if we can all transition as quickly and quietly as most of you have." The remaining five students follow the example and begin their reflection sheets.</p>	<p>At 10:15, students move into their mapping activity groups without teacher prompting. Students remind one another of their roles and retrieve materials from a central location. Students are working on their mapping activity within two minutes.</p> <p>Teacher says, "We will need to transition from creating our maps to our independent self-reflection on our group reflection sheets." Students quietly clean up and get working on their reflection sheets in three minutes.</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.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
	Teacher is notified that the computer lab is suddenly unavailable. She tells students, "Unfortunately, we cannot go to the computer lab to do our research as planned. I have no research materials here, so lucky for you, you can have free time."	Teacher is notified that the computer lab is suddenly unavailable. She tells students, "Unfortunately, we cannot go to the computer lab to do our research as planned. A student asks, "How come we can't go?" Teacher responds, "I'm not sure. I think that another class is in there. We will have to move on to math now."	Teacher is notified that the computer lab is suddenly unavailable. She tells students, "Unfortunately, we cannot go to the computer lab to do our research as planned. The office called to let me know that the computers need to be updated, so they will be unavailable for the rest of the day. I've already signed us up for tomorrow, so if we use this time to do what we were going to do tomorrow, we will stay on schedule."	Teacher is notified that the computer lab is suddenly unavailable. She tells students, "Unfortunately, we cannot go to the computer lab to do our research as planned the computers are being updated." Teacher asks the students for suggestions as to what they should do instead. One student suggests that the class use this time to do what they were going to do tomorrow. Most of the other students respond with a "thumbs up" hand signal.

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>
Content of lesson plan is aligned with standards	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			
<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>	There are no references to Connecticut Core or content standards in the lesson plan.	Some of the ELA standards listed in the plan support the content of the lesson, but others listed are not addressed in the lesson content. (CCSS.ELA.Literacy:RI.5.9)	Teacher has identified the specific ELA standards that will be addressed in the content of the social studies lesson. All lesson activities are designed to build student learning of how early explorers affected United States history. (For example: CCS.ELA: RI.5.9; W.5.2; SL.5.1. Lesson plan also aligned with Connecticut social studies frameworks.)	Teacher has carefully grouped students and selected strategies based on students’ needs to address the ELA standards for the lesson content. All lesson activities are designed to build student learning of how early explorers affected United States history. Three reading assignments available, all of varying levels of difficulty. All lesson activities and planned assessments are aligned to standards. (For example: CCS.ELA: RI.5.9; W.5.2; SL.5.1. Lesson plan aligns with Connecticut Core standards and Connecticut social studies frameworks.)

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>
Content of lesson plan is aligned with standards	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.
	Lesson objective is to integrate information from short passages of several texts to write an expository paragraph about an explorer. Teacher plans to have students read the passages and write one interesting fact from each text about the explorer.	Lesson objective is to integrate information from several texts to write an expository paragraph about an explorer. Using two texts, teacher plans to have students fill out a one-page outline on a chosen explorer, listing questions for students to answer when researching. (CCSS.RI.5.9; CCSS.W.5.2; E.5)	Lesson objective is to integrate information from several texts to write a short expository essay about an explorer. Teacher plans to introduce students to several early explorers (i.e., Columbus, Ponce de Leon, Cortez, Vespucci, Hudson etc.). Then, students will select one explorer to investigate in depth. Teacher will provide a variety of texts (ex. textbook, nonfiction books, pre-selected websites, online articles, etc.) for students to use to conduct their research. Students will gather, analyze, and organize multiple informational resources to explain how their chosen explorer affected American History. (For example: CCS.ELA: RI.5.9; W.5.2; SL.5.1; L.5.1. Lesson plan aligns with CCS and Connecticut social studies frameworks.)	Lesson objective is to integrate information from several texts to prepare a presentation about an explorer. Students will work together in groups to formulate questions regarding explorer travel time and/or distance. Students will design a graph, map, chart, etc., to show comparison of information. Students can choose how to present information to the class (i.e., PowerPoint, video, poster, play, etc.) (For example: CCS ELA: RI.5.9; W.5.2; SL.5.1; L.5.1; CCS Math: 5.G.2. Lesson plan aligns with CCS and Connecticut social studies frameworks.)

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>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	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.
<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 for students to discuss what the environment was like for the colonists. Students will then complete a worksheet on political development in the early colonies.	Teacher plans a lesson in which students will conduct a simulation for about how early colonists survived in the New World. Teacher plans for students to write in their journals about what it would be like to adapt to a new environment. (For example: CCS.ELA: RI.5.9; W.5.2. Lesson plan aligns with CCS and Connecticut social studies frameworks.)	Teacher plans a lesson in which students will conduct a simulation for the purpose of examining how early colonists had to adapt to their new environment. To prepare for their simulation, students will read and compare how the settlers in both Plymouth and Jamestown adapted to their environments. (For example: CCS.ELA: RI.5.9; SL.5.1. Lesson plan aligns with CCS and Connecticut social studies frameworks.)	Teacher plans to extend the lesson for students by providing opportunities for students to investigate how the introduction of disease, animals, culture, etc., affected both the colonists and the native people as Europeans settled in North America. Students share the results of the investigations with the class. (For example: CCS.ELA: RI.5.9; W.5.2; SL.5.1. Lesson plan aligns with CCS and Connecticut social studies frameworks.)

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>
Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs	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.
<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 only uses social studies textbook and pacing guide to plan.</p> <p>Teacher plans to read aloud from the social studies textbook. All students will answer the questions in the textbook.</p>	<p>Lesson is planned based solely on previous unit’s summative assessment (a multiple-choice test).</p> <p>In addition to the textbook, teacher plans to provide one article from <i>National Geographic Kids</i> and to instruct all students to highlight key details in the text and answer comprehension questions.</p>	<p>Lesson is planned based on previous unit’s summative assessment, a pre-assessment about early colonists, journal entries, and observation of student work in groups.</p> <p>Teacher uses pre-assessment results and student work to select articles of different reading levels from <i>Newsela</i>. Teacher plans to match the selections to the reading levels of different groups. One of the groups will be given a partially completed graphic organizer. Other groups will be given an article in which some key details are already highlighted. Another group will highlight the key details independently.</p>	<p>Teacher plans for students to examine their pre-assessment results on early colonists to identify their own learning targets and success criteria.</p> <p>In addition, teacher plans for students to choose their own topic to research from a list and prepare a presentation. Students will have the option of choosing different tasks from the menu to guide their learning. Selections include articles at different reading levels, websites, videos, audio, as well as options for presentation (e.g., PowerPoint, storyboard, poster, mp3, digital story or brochure).</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.
<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 plans to give students a list of geographic terms to define.</p> <p>Teacher plans to have students copy the glossary definitions of the content words in the textbook.</p>	<p>Teacher plans to provide students with a list of key geographic terms and definitions before reading an article that includes those terms.</p> <p>Teacher plans to have students demonstrate understanding of academic words and phrases by requiring them to use identified vocabulary in class discussion.</p>	<p>Teacher plans for students to read the article, “How Geography Influences an Area’s Economy” found on www.socialstudiesforkids.com and use their prior knowledge of prefixes, suffixes, roots, contrasting statements, context clues, and appositives to determine the meaning of unknown words. If students cannot figure out a word’s meaning from the text or list of strategies, they will look it up in the dictionary. Teacher and students will chart the words, their meaning, and the strategy used.</p> <p>Teacher plans to have students demonstrate understanding of academic and domain specific vocabulary by using the vocabulary accurately during class discussions. Teacher plans to have students also use the new words and phrases in their writing to demonstrate their understanding.</p>	<p>In addition, teacher plans for students to apply their learning (strategies) by selecting an article from a magazine, pre-selected websites, or the textbook for independent reading. Students will determine the meaning of difficult and unknown words using their learned strategies and record them in their journals. Students will then share a journal entry and one strategy that they felt was most helpful with a partner.</p> <p>Teacher plans for students to read a text individually and identify the academic and domain-specific words they find challenging. Teacher then plans for students to come together in small groups to share their unknown words and definitions to build each other’s vocabulary. Students will use the Frayer model to illustrate their definitions and share their work through a Gallery Walk. Teacher plans to review student models prior to Gallery Walk to clarify misunderstanding/misconceptions.</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>Strategies, tasks and questions cognitively engage students</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>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>After watching the video, "Liberty's Kids: Boston Tea Party," teacher plans to have students write down five facts from the video.</p>	<p>After watching the video, "Liberty's Kids: Boston Tea Party," students will discuss the video in small groups and write down the five most critical historical details found in the video.</p>	<p>Teacher plans for students to read and perform the Reader's Theater play, "Boston Tea Party" published by Scholastic. Teacher plans a class discussion in which students use textual evidence to develop an opinion about the main reason that the Boston Tea Party is considered to be an important event in American history. In the following lesson, students will read multiple sources to defend or dispute their opinions with reasons and information.</p>	<p>In addition, teacher plans to have students work in cooperative groups to generate questions and answers to use to guide their writing of a news article about the Boston Tea Party. Using the resources from the previous lesson, individually, students will complete the following, "You are a reporter for a local newspaper assigned to cover the Boston Tea Party. Write a news article that is only informational and does not include your opinion in your news article."</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 lesson that will rely on whole group reading and discussion.</p> <p>Teacher selects a ninth-grade complex informational text about Thomas Hooker to introduce a unit on the concept of democracy to fifth graders. Teacher plans to read the text aloud and ask the class questions about the text.</p>	<p>Teacher plans to organize students into four research groups on early settlement in Connecticut by having them count off "1, 2, 3, 4."</p> <p>Teacher selects a poem and a nonfiction article about Thomas Hooker to introduce the concept of democracy to fifth graders.</p>	<p>Teacher plans groups for today's research task on connecting the American Civil War with a current civil war in the news, teacher uses yesterday's exit slip in which students were asked to respond to questions about their knowledge of the American Civil War.</p> <p>During the unit on the Civil War, teacher selects multiple resources to introduce the concept of regional conflict to fifth graders (e.g., current events, informational texts, political cartoons, posters, websites, multimedia, digital tools.) Teacher's plan includes texts that represent a range of complexity. Teacher plans for students to compare their learning about regional conflict during the time of the Civil War to regional conflict in the world today.</p>	<p>During an American Civil War unit, teacher plans a lesson in which students will use mathematics to research various topics (e.g., the lengths of soldiers' marches, percentage of soldiers who died in different battles, areas/perimeters of battlefields) and compare their findings to a current civil war in the news. Planned groups are based on formative assessment data, plus students' mathematical/problem-solving skills and learning needs.</p> <p>Teacher plans opportunities for students to engage in inquiry-based, independent/self-directed research on the concept of democracy. With teacher assistance, students generate their own questions to research and develop a list of possible resources.</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>
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.
<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’s plan states that students will read an article on the many countries that were discovered by explorers. Students will discuss what they read with a partner.</p> <p>Teacher plans to assign a short essay on an European explorer; no rubric provided for the essay.</p>	<p>Teacher plans to provide students with an article on the many countries that were discovered by explorers. Teacher plans to ask students to include specific evidence from the text to support their responses.</p> <p>Teacher plans for students to re-read and evaluate their draft essays about European explorers. Students will specifically check their work regarding supporting details and use of grammar (e.g., complete sentences/subject verb agreement/use of figurative language) before submitting their final essays.</p>	<p>Teacher plans to ask, “How did geography affect exploration? What in the passage makes you think that?” Teacher knows that there will be multiple correct answers and that students will need to support answers with evidence from the text. Teacher plans to model “thinking aloud” and provides a few complete responses that include evidence from the text. Students will use the examples as a guide as they complete their answers to the question.</p> <p>Teacher plans for students to evaluate their essays about a Connecticut governor whom they chose to research. Students will use model essays, and a criteria checklist to determine what they did well and what they need to work on to set a target. Teacher plans to use this information during students’ one-to-one conferencing.</p>	<p>After completing a lesson where students used a guide to compose responses to open-ended questions, teacher plans for students to work in groups to develop a checklist or criteria for a quality response. Student groups will post their checklists/criteria and then, as a whole class, teacher plans to have students discuss each group’s choices for the checklist and determine a final checklist of no more than five criteria. Teacher monitors group discussions.</p> <p>Teacher plans for student peer partners/triads to provide each other with feedback on their draft essays about a Connecticut governor. Students will use the verbal feedback to improve their essays. Teacher plans for students to continue to self-evaluate by keeping learning logs that include notes on feedback and learning targets.</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>
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.
<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 end of unit assessment on the impact of geography on a country's traditions.	Teacher plans to use recall questions, use of "thumbs-up/thumbs-down" to gauge students understanding of a textbook lesson about how the geography of the different countries in South America relate to the traditions of each country.	Teacher plans a geography lesson about the countries in Asia and how each country's geography relates to that country's traditions. Teacher plans on posting and discussing the learning target and success criteria with students. At key points during the lesson, teacher plans to ask student groups to work together to answer questions connected to content. Teacher plans to listen to group conversations and record anecdotal notes that she will use to assess their understanding of the lesson content. Teacher uses an Exit Ticket to determine if students met the criteria and to plan student groups for the next lesson.	Teacher plans to group students using Exit Ticket data from the previous lesson. Teacher uses this data to identify where there are gaps in students' knowledge/understanding and plans to incorporate the information to address the identified gaps. Teacher also uses the data to determine the lesson learning target. During the lesson, students will be asked to take notes in their interactive notebooks on the connections between a country's geography and its traditions. Toward the end of the lesson, teacher plans to return students' Exit Tickets from the previous lesson, and provide students with the opportunity to reflect on and improve their responses based on their new learning. Teacher plans for students to complete a self-evaluation on their progress to date.

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.
<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			
	Teacher says, "Today we are going to make maps. Do the best you can when you make your map."	Teacher says, "Today we are going to make maps of our school and campus. It is important that these maps are as accurate as possible. A good key is also important. By the end of today, you will know how to use the concept of scale when drawing a map."	Teacher says, "Yesterday we looked at the use of scales in maps. Today we are going to learn how to construct a map of our school and campus to scale using landmarks. In order for you to accurately reflect the size of our school campus, you need to understand that the scale of a map is the ratio of a distance on the map to the corresponding distance on the ground. When making the map, remember all of the things that our map-making rubric asks you to do."	Teacher says, "In your learning groups, answer this question: How can you use the concept of scaling in maps to construct a map of our school's campus. Before you create your maps, think about our learning of scales yesterday and our measurement unit in math." Students respond with a variety of answers including, "In geography, we learned that cartographers use scales of different sizes to take a large area and show it in smaller way." Teacher facilitates a discussion on how student groups will determine the ratio and units of measurement. Students in their groups come to an agreement and use the chosen scale to create their maps.

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 accuracy</p> <p style="color: red; font-style: italic; font-size: small;">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.</p>	<p>Makes multiple content errors.</p>	<p>Makes minor content errors.</p>	<p>Makes no content errors.</p>	<p>Invites students to explain the content to their classmates.</p>
	SAMPLE EVIDENCE			
	<p>Teacher says, "Waterways were important to early immigrants because they liked boating and fishing."</p>	<p>Teacher says, "Waterways were important to early immigrants because their villages in Europe and their new locations in America were almost all along coastlines: this is because they needed water to live."</p>	<p>Teacher provides students with multiple sources of stories of early American immigrants. Teacher says, "When studying the movement of people, we need to be like detectives. Use the maps and tables to locate and determine towns with the highest population in early America. Discuss why your group thinks that these towns had higher populations and draw conclusions based on evidence from the maps and tables. Remember to consider what life was like during this time period."</p>	<p>Teacher says, "Using the information from multiple sources on early American immigrants and the conclusions that your groups generated about the importance of waterways to early American immigrants, make connections to how waterways have influenced the movement of people across the world. Feel free to use additional resources other than the maps and tables from yesterday (e.g., your textbook, websites, social studies notes and immigrant stories) to support your conclusions."</p> <p>The reporter from each student group shares their groups' conclusions using supporting evidence from the multiple sources.</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>
<p>Content progression and level of challenge</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>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, "Yesterday we talked about how new laws are made in the United States. Today we will study the powers of the president. Let's start by reading the handout and writing down three facts found in it."</p>	<p>Teacher says, "Yesterday we introduced the legislative process in the U.S. Together we found that laws are revised many times. Today, we move from studying new laws to seeing how laws are changed. After your groups have read a passage on how laws are changed, we will have a discussion on the reading and then you will complete the exit slip."</p>	<p>Students complete a Do Now to assess student understanding of legislative process. Based on results, teacher assigns students to one of three groups. Groups are given differentiated tasks with increasing levels of complexity to practice demonstrating how a new law is passed. The teacher facilitates each group, giving special attention to the one group that requires more support. At the end of the social studies session, students reflect on questions: "What do I clearly understand?" "What is still confusing?"</p>	<p>Students work in small groups. They are given a variety of resources (text-based and visuals) and five possible new laws. As a group, students select a law and resources. Groups use their resources and create a presentation on why and how their law should be changed. Presentations are given to the entire class.</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			
	Student says, "This is too hard. I can't figure out what this means." While reading aloud in social studies groups, students stumble over and cannot pronounce certain words. Teacher says, "I want you to keep reading and skip over any new words. This may be difficult, but we will talk about the words later."	Teacher instructs students to look at the word chart related to the reading. The teacher says "These words appear in the text you are going to read today. Find the words in the text, refer to the word chart for the meaning of the word. Be ready to share out the sentence where you found at least one word. Let's make sure we know the meaning of these words so you don't get stuck."	Teacher says, "Let's first look at the word 'economy' and the image next to it, and let's see if we can figure out its meaning." The teacher reads, "Hartford's 'economy' is made up of many service jobs." Students responded, "businesses," "work," and "companies." Teachers and students define unfamiliar words together.	Student helps another student with the word "economy." Student continues, "Look at the images next to the text. There is a person selling a book and a factory worker. I think it must mean that they are making and selling goods." Student responds, "Yes, that makes sense. Let's look at some more images. Help me understand why there is a picture of a doctor and lawyer too." In pairs or in small groups, students define unfamiliar words together.

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 a variety of questions similar to the following: Teacher says, "Who enforces the law?" Student responds, "The police." Teacher asks, "Is it against the law to steal?" Student responds, "Yes." Task: Students are asked to fill in the answers on a worksheet.	Teacher asks a variety of questions similar to the following: Teacher says, "What are some laws we have?" Task: Students are asked to identify some laws and write a description of what they are.	Teacher asks a variety of questions similar to the following: Teacher says, "Identify the steps in the legislative process." Teacher asks, "Why do we need rules?" Teacher asks, "How does the legislative process support a democratic society?" Teacher asks, "Why do we have a checks and balance system in our government?" Task: Students are asked to gather, analyze, organize and interpret information from multiple sources about laws and their purposes in society.	The teacher provides opportunities for students to work collaboratively. In the group, students generate these types of questions about a passage they read: "Why do we need laws?" "What makes a law a good law?" "How are laws made?" "How does the legislative process ensure laws are fair?"

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.
	Teacher states, "We are going to read a passage about the legislative process." After reading the passage, the teacher explains and outlines the legislative process and students copy the teacher's notes in their social studies journals.	Teacher states, "We are going to read a passage about the legislative process." Teacher reads the passage aloud to students. Teacher tells students to read the passage again silently and highlight important information and new vocabulary. Teacher says, "Next use the new vocabulary to summarize the legislative process."	Teacher states, "For the past few weeks we have been studying the legislative process, today you are going to create a new law to add to our classroom rules following a process similar to the legislative process."	Students suggest using the computer to find more information about the legislative process and laws.

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 <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>	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			
	Teacher places students in the same groups. Students watch a video on understanding the variety of resources used to produce goods and services in an economy. After the video, the students complete a fill-in-the-blank worksheet.	Teacher arranges students in groups. She shows them a video on understanding the variety of resources used to produce goods and services in an economy. After the video, the students discuss, in their groups, what they saw in the video.	Teacher arranges students in heterogeneous small groups. She notes that they have been learning about economics. She asks them to watch a video on understanding the variety of resources used to produce goods and services in an economy. After the video, the students work together to offer a good or service to the rest of the class. Students explain how their price is fair based on the cost of the resources used to produce their goods or service. The teacher then moves students to different small groups to share their goods or service with others.	Student groups will select a good or service to research from the brainstormed list created during a previous lesson. As a group, they will decide how they how they gather information and what resources they need. They will determine a fair price for their good or service and defend their reasoning to 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 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.
<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			
	Teacher presents the Connecticut history lesson materials to all students, incorporating questions to check their understanding of significant events with the whole class. Teacher then assigns an independent assignment. Teacher says, "I am passing back to you your worksheet. Please fix the question that marked incorrect."	Teacher says, "Now that I have shared two articles with you, you are going to do the same thing. Identify the significant events in Connecticut history and the details that support the claim. Remember the roles that you were assigned."	Teacher says, "Yesterday I gave you a variety of topics related Connecticut's history to think about. Today, in your groups, you will choose one of the topics to research and report to the class why this topic was significant to Connecticut's history. Use print and online texts, diagrams, pictures, and social studies vocabulary to share your research with the class. Assign a role for each of your group members. Bring your first draft of your presentation to me so that I may check it over. I will be looking for all group members to participate."	In groups, students complete K-W-L charts about their chosen event from Connecticut's history. Students in the group determine who will complete what sections of the research project that were identified in the K-W-L about what they want to learn. They agree to create a group project with graphics and images and share it on the class website.

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 a state project and does not give them any criteria for success</p> <p>Teacher says, "When you have finished your drafts, turn them in and I will tell you what you are doing next."</p>	<p>Teacher states, "As we work on our state projects, remember to cite your source and make sure that it is interesting to others."</p> <p>Teacher says, "Before you turn your state project in, be sure that you have checked your project carefully and met all the necessary criteria."</p>	<p>Teacher states, "As we draft our state projects, we need to revisit our rubric. We will be using the grade-level rubric which measures the variety of sources used, how clearly we communicate our research, how accurate our information is, and engaging our project is to the audience. Let's look at the rubric and make sure we understand the expectations. Students review the components of the rubric and give examples."</p> <p>Teacher says, "We have scheduled three sessions to move from first draft through revisions to final draft of our state projects." Each day, groups with circulate around the room leaving feedback for other groups to consider before making revisions. "During each social studies session, I want you to be sure to read the comments from your classmates and decide which are helpful. Also, assess your own work using our rubric and make needed changes before moving onto your next draft."</p>	<p>Students suggest including additional criteria for assessing their state projects. A student adds, "In addition to the areas of our grade-level rubric we should include what the state contributes to the greater good of the country."</p> <p>One student says to another student, "We need to get out our state project rubric and check our project before we turn it in."</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>
<p>Ongoing assessment of student learning</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>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>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.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher says, "Put your finished social studies worksheet on your desk so that I can come around and check them off. You don't have to pass these in to me; I just want to know that you finished it."</p>	<p>Teacher says, "Put your worksheet on your desk. Did everybody understand how colonists lived?" Students nod their heads, and the teacher says, "Good, we all got it."</p>	<p>Teacher checks in with each social studies group and asks questions to monitor and check students understanding of colonialism.</p>	<p>Students check other's understands of each colonial life. Student says to their social studies partner, "Colonists farmed their own food because they did not have things like grocery stores." Partner replies, "You are right because colonists had to be self-sufficient when they first arrived in America because the communities were so new."</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.
<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>Student group asks for help, "We do not understand the responsibilities of the legislative branch." Teacher tells group, "Do not worry about it now, just go onto the next section that explains the judicial branch."</p>	<p>Teacher says, "I see that most of you know the responsibilities of the legislative branch. That must mean you know the legislative process. It looks like we can move on to the judicial branch."</p>	<p>Students begin to work on their civics projects. One student says, "I am not sure how to start." Teacher then circulates around the classroom and notices that many students are confusing the roles and duties of the different branches of government. She calls the large group together and reminds them that "The legislative branch deals with passing laws, the executive branch enforces laws, and the judicial branch ensures laws are carried out fairly." She then models this concept with visuals and graphic organizers. She has the students begin to complete the graphic organizer with her support. She gradually releases responsibility to the students by providing less support before sending them back to their seats with the graphic organizer to assist them in completing their independent work.</p>	<p>Teacher asks students to take on the role of the teacher and think of a rubric for today's lesson. Teacher continues, "We studied the branches of government. I want you to give the lesson a rating on three things:</p> <ol style="list-style-type: none"> 1. Clear explanation of the responsibilities of the different branches of the government and how they support each other. 2. Engaging work. 3. Relevant work (connected the topic to the real world). <p>After you give each area a rating of 1, 2, 3, and 4, I want you to come up with something that I should do to make the lesson even better. What I will do is select at least one suggestion from each area and add that change in the next two or three days."</p>