

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

**Evidence Guide
Illustrative Examples of Career
and Technical Education (CTE) 9-12**

Sample evidence of teacher practice developed by Connecticut educators



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>Student says in front of the whole class, "Oh no, not Simmi. Why is she reading the slides? She can't pronounce most of the words, and I can't understand anything she says." Teacher does not respond.</p> <p>Teacher sits at desk and works on computer in front of tech lab. Teacher does not notice that a student has his hand up for two minutes.</p> <p>Teacher called on Lena three times in a row and then called on Patrick twice, even though eight other students had their hands raised.</p>	<p>Student says to another student, "Why did you volunteer to read the slides, Kevin? You don't know any of the words." Teacher responds, "Please remember how we are supposed to talk to each other in this class." Later, when another student says to Sarah, "You are just as bad as Kevin," teacher does not respond.</p> <p>Teacher sits at desk in front of tech lab. When student raises hand and asks a question, teacher answers. When another student approaches teacher at the desk with a question, teacher says, "Return to your assigned station." Teacher does not answer question.</p> <p>Teacher called on Lena three times in a row and then asks, "Who else can share a reason why consumers need government protection and groups to advocate for them?" When no other student raises a hand, teacher calls on Lena again.</p>	<p>Student says, "That's a good point John. I hadn't thought of that. I also think the PowerPoint shows how Americans differ from people in other countries in the amount of processed food they eat."</p> <p>Teacher walks from group to group in auto tech lab. He stoops down to be at level of seated students at lab stations and makes eye contact when they ask or answer questions.</p> <p>Teacher asks the question, "Who can tell me some reasons why consumers need government protection and groups to advocate for them? Turn to a partner and share your thoughts. Now, who would like to share an answer that they heard?"</p>	<p>Student says to another student, "Please let's not interrupt Mattie, OK? She is reading the presentation slides to all of us."</p> <p>When students are presenting auto tech project information, other students are looking at the presenter and making eye contact. At the appropriate time, they raise their hands to ask questions. Their focus is on the speaker.</p> <p>Teacher asks the question, "Who can tell me some reasons why consumers need government protection and groups to advocate for them?" All students write their ideas on a sticky note. Teacher then has students share their ideas. Students are heard saying, "Oh I never thought about that" and "Jen, what ideas do you have?"</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	Teacher says, "Choose any topic for your teaching day. I don't care what you choose."	Teacher presents students with a list of approved topics for their preschool teaching lessons. Teacher then states that everyone will be responsible for choosing a topic from the list. "I included topics I know some of you are interested in."	Teacher allows students to choose a topic they are interested in to teach to the preschool class. Students share a brief summary of their topics with peers. Becca says, "I chose this topic because I love animals." Teacher says, "I do, too, and I think the kids are going to love it."	Students break into groups based on common topics and plan their teaching activities to use with the preschool class. Student says to another student, "We have some of the same interests and ideas. I think the kids will really like these activities."

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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>Nutrition-related diseases are presented using only a textbook without the use of outside resources.</p> <p>When talking about CPR, student says, "My father survived a heart attack." A classmate says, "Who cares? My mother has diabetes." Teacher does not respond.</p> <p>Teacher says, "I know you don't like this topic, but I chose it for you because it is easy and I think it is what you can handle."</p>	<p>Teacher gives the same print materials to all students. Nutrition-related diseases are only presented from the medical perspective with only occasional and cursory references to the socioeconomic or cultural issues.</p> <p>When talking about CPR, student says, "My father survived a heart attack." Another student says, "My mother takes medicine for a heart problem." Teacher responds, "Do you know if CPR was performed on your father when he had his heart attack?" Teacher does not make comment to second student.</p> <p>Student chooses to research the media's role in consumer advocacy. Teacher says, "You can't choose that topic," and offers no replacement topic ideas. Other students are allowed to choose the topic of their choice.</p>	<p>In the classroom, there are computers and adaptive technology, allowing students to participate in learning activities at the appropriate level of challenge. Disease caused by poor nutrition is presented from the physical, socioeconomic, and cultural perspectives.</p> <p>When talking about CPR, Sara says, "My father survived a heart attack." Another student asks, "What happened to him?" Teacher responds, "Sara, we would love to hear anything you want to share about his experience."</p> <p>Teacher says, "You are in groups based on what consumer education topics you showed interest in as well as your learning styles." Each group is given two options of projects to complete.</p>	<p>In studying nutrition-related diseases, students are tasked with investigating the diseases from a physical, cultural, and socioeconomic perspective. Teacher provides a variety of resources for students to use.</p> <p>In CPR class, teacher asks, "Who can share an experience about someone they know whose life was saved by receiving CPR?"</p> <p>When talking about consumer education, student mentions that she is going to buy a new bicycle and wants to get the best bike she can afford. "Would you be interested in researching the important considerations in purchasing a bicycle and conducting a consumer education lesson to your classmates on what you find?"</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>
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.
<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			
	When one student states, "I want a Corvette when I graduate high school," another student says, "Corvettes are ugly. Who would want that?" Teacher does not address the student and moves on with the lesson. The teacher asks, "What are opportunity costs and scarcity?" No students respond. Teacher just provides the answer to the students.	When one student states, "I want a Corvette when I graduate high school", some students laugh. Teacher says, "Hey, we need to accept other people's opinions." Then the teacher moves on with the lesson. The teacher asks, "What are opportunity costs and scarcity?" The same five students, who raised their hands on the last question, raise their hands.	When one student states, "I want to own a Corvette when I graduate high school," teacher says, "Well, let's think about that. How much would you have to earn to afford that car and what are the opportunity costs?" The teacher asks, "What are opportunity costs and scarcity?" Twenty out of 25 students in the class raise their hands.	One student asks the student who wants to own a Corvette, "Do you think you'd be happy giving up other things in order to be able to afford the Corvette? Like clothes, tuition, an apartment?" The teacher asks, "What are opportunity costs and scarcity?" All students raise their hands and after a few responses, a student asks, "I wouldn't definitely have to give up going to college because I want a Corvette, right?"

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

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	<p>Seven students are talking socially during a peer feedback session on presentation drawings. Teacher does not address the behavior.</p> <p>After 10 minutes of class time, students in four of the eight pairs are talking, and have not yet begun to create their list of power tools with rationales. Teacher does not respond, and students continue the behavior.</p>	<p>Students begin talking about a movie they want to see while they are supposed to be providing peer feedback on presentation designs. Teacher reminds students of expected behavior. Ten minutes later, two other students begin off-task talking and teacher does not address this.</p> <p>Teacher says, "I see that some pairs of partners are focused on the task at hand and are coming up with good rationales. (He points to two groups.) Other pairs have not yet begun. You will not finish on time if you don't work together and focus. " Only one off-task pair gets back to work. Teacher does not address behavior further.</p>	<p>Students are sharing comments and feedback during the peer critique of presentation drawings. Teacher points to the posted behavior expectations when two students begin talking about a movie they want to see.</p> <p>Pairs of students are developing a rationale for a list of the power tools they will need for a simulated construction crew project. Teacher walks from pair to pair, nodding her head after checking work. Teacher says, "You are working well together and are coming up with the most appropriate tools and good rationales."</p>	<p>Student says to another student who is talking during the peer critique of presentation drawings, "Can you please stop talking so that we can hear the critiques? Thanks."</p> <p>Student is talking and laughing while his partner is working on their list of power tools. The partner looks at the laughing student, shakes his head and points to the list. "We won't finish if we don't start working now." The student who was talking and laughing gets back on task.</p>

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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.
	During the lesson, teacher asks several questions. Each time a few students rush to shout out the answers. Teacher shakes his head but does not correct the behavior.	When a student calls out the answer to a question, the teacher says, "You need to wait to be called on." When another student calls out an answer, teacher accepts it.	A teacher has explained why he will randomly call on students to answer questions during class instruction. When a student calls out the answer to a question, the teacher says, "Do you remember why I prefer to call on students randomly?" Student responds, "So that everyone will pay attention and everyone has a chance to participate."	After hearing the teacher's explanation of why he prefers to call on students randomly to answer questions in whole group instruction, students wait to be called on and do not call out answers.

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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>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>During the practice session, a Medical Careers student yells at another student. "That's ridiculous. No doctor would ever say something like that!" Teacher does not respond to the outburst.</p> <p>Some students arrive to the mock interviews on time and dressed in business attire. Others are late or are not properly dressed. The teacher makes no comment on any student behaviors.</p>	<p>Teacher does not remind students of expectations before their group practice. When a student over-exaggerates a patient response and starts to laugh, the teacher then reminds students of the important of assuming the assigned role seriously.</p> <p>When some students do not show up on time to their mock interviews, the teacher says, "OK, come in and sit down quickly." When another student shows up right after that, teacher says, "This is an interview and you probably just lost the job! You are creating a bad impression here."</p>	<p>Before groups of students engage in a practice session in Medical Careers to demonstrate how they would explain an upcoming procedure to a patient, the teacher instructs them about rotating group roles and demonstrating appropriate behavior during the practice sessions.</p> <p>Teacher says to students participating in work-based learning, "I have reports from your employers that all of you have been on time and dressed appropriately for work over the past three weeks." You are demonstrating that you have learned important employability skills.</p>	<p>Students are engaging in a practice session in Medical Careers to demonstrate how they would explain an upcoming procedure to a patient. Students assume the roles of medical specialist, patient, and patient's family member. They rotate roles as directed and demonstrate expected behaviors.</p> <p>Student says to another student, "You remembered to write a thank-you note to your employer? That's great. I'm sure he was impressed with you."</p>

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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>
<p>Routines and transitions appropriate to needs of students</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>Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.</p>	<p>Inconsistently establishes routines and transitions, resulting in some loss of instructional time.</p>	<p>Establishes routines and transitions resulting in maximized instructional time.</p>	<p>Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</p>
SAMPLE EVIDENCE				
	<p>Some students do not move from one station to the next when they hear the timer signal. Instead, they move around the room and socialize. Teacher works with students who follow directions and ignores the others.</p> <p>Teacher has Do Now posted on the board when students enter. No students take out their Do Now journals. After five minutes, teacher says, "You are supposed to be answering the Do Now in your journals; take them out!"</p> <p>When the class period is shortened without advanced notice, the teacher tells the students to take out some work to do for the 10 minutes before the end of class.</p>	<p>Some students do not move from one station to the next when they hear the timer signal. Instead, they move around the room and socialize. Teacher works with students who follow directions and ignores the others.</p> <p>Teacher has a Do Now on the board when students enter. Some students enter and begin working on the questions in their Do Now journals. Four students ask, "What are we supposed to do?"</p> <p>When the class period is shortened without advanced notice, the teacher adjusts the lesson and tells the students not to worry, and that she is shifting things around.</p>	<p>In the kitchen lab on practicing with measurement tools, each station is set up with instruments and ingredients to be measured. Teacher uses timer signal to alert students to move to the next station. Students move as soon as they hear the signal.</p> <p>Teacher has a Do Now question or activity on the board when students enter. Students immediately take out their Do Now journals and begin the task. When finished, they place their journals on a designated shelf.</p> <p>When the class period is shortened without advanced notice, the teacher communicates that the previous day's homework will be handed in and discussed the next day instead of during today's class.</p>	<p>Transition from one station to the next takes less than one minute. Students begin work at the station right away with no prompting from the teacher.</p> <p>After finishing the Do Now, some students collect the journals to expedite the transition to the next learning activity.</p> <p>When the class period is shortened without advanced notice, a student says, "Can we go over the homework tomorrow so we can finish the activity?"</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>
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.
<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 lists all the CTE Computer Information Systems standards in the lesson plan. Many of the objectives are not reflected in the lesson activities. Lesson objective is for students to determine what programming code needs to be developed and designed to solve a specific mathematical problem. The teacher plan book states students “will write code.”	Five of the CTE Computer Information Systems standards are listed in the lesson plan; none is reflected in the lesson activities. Lesson objective is for students to determine what programming code needs to be developed and designed to solve a specific mathematical problem. The planned instructional activities involve solving a problem with code given to them by the teacher.	Teacher has identified five specific CTE Computer Information Systems standards, which will be addressed in the content of the lesson. All lesson activities are designed to strengthen student learning for two of the CTE standards. Lesson objective is for students to determine what programming code needs to be developed and designed to solve a specific mathematical problem. The planned instructional activities align with a programming code objective.	Teacher has specifically selected two out of five CTE Computer Information Systems standards for the lesson based on student needs; all lesson activities and planned assessments are aligned specifically to two CTE standards. Students have multiple opportunities to demonstrate mastery of the standards. Teacher asks students to write a code to solve a mathematical multistep word problem using the performance standard (CIS (F-14 “Apply design principles to programming tasks”) and ELA standard (CSS.ELA – Literacy.rst.9-10.3).

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not appropriately sequence content of the lesson plan.</p>	<p>Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.</p>	<p>Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.</p>	<p>Plans to challenges students to extend their learning to make interdisciplinary connections.</p>
	SAMPLE EVIDENCE			
	<p>The lesson plan does not indicate any big idea or connection to standards.</p> <p>Unit begins with students identifying knives, tools and equipment from pictures and videos without demonstrating proper use, lacking progression of learning appropriate skills in knife, tool and equipment handling.</p> <p>There is no mention in the lesson plan for students to progress from simple to more complex cuts.</p>	<p>The lesson plan identifies the big idea as, "Students will follow directions for using tools."</p> <p>Students identify knives, tools and equipment from pictures and videos. They do not practice or demonstrate how to use and handle equipment.</p> <p>The teacher plan states that students will progress from simple to more complex cuts but lists no specifics in the plan.</p>	<p>The lesson plan identifies the big idea as "Success in the kitchen depends on selecting and correctly using the most appropriate tools." This aligns with "describing and demonstrating the appropriate skills in knife, tool and equipment handling" (FCS.FPS.L34).</p> <p>The unit plan indicates that on day 2, students will demonstrate advanced complex cutting after they have mastered beginner cutting practices on day 1.</p> <p>The teacher plans for students to progress from simple to complex knife cuts</p>	<p>The lesson plan identifies learning extensions where students explore the appropriate skills in knife, tool and equipment handling among historical time frames.</p> <p>Students practice the appropriate skills in knife, tool and equipment handling on cuisine and compare these skills to technical and historical advances in knife skills.</p> <p>The teacher plans for students to progress from simple to complex knife skills and cuts on cuisine from multiple cultures.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs</p> <p><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>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
	SAMPLE EVIDENCE			
	Teacher plans to have all students incorporate the same type of media into the end-of-unit project.	Lesson is planned based on student performance on the previous technology project.	In a unit on integrating a variety of media into a presentation product, the teacher uses student assessment results from previous projects, student self-assessment on skill levels, and observation on a pre-assessment diagnostic activity to determine appropriate level of challenge.	Teacher plans for students to use their self-reflection on current skill levels and results on prior technology projects to select which combination of media types they want to incorporate into the end of unit project.
Teacher plans to cover the first chapter in an investment textbook. The exercise in the book calls for students to determine the differences between types of investments.	Teacher plans to provide one article about types of investments for all students to highlight key details in the investment textbook.	Based on a pre-assessment in investment vocabulary, the teacher plans to provide students with an article about high-risk vs. low-risk investments. One group has key details and technical vocabulary highlighted to assist them and a second group has to highlight the key details independently while using the investment textbook as a reference.	Teacher plans to provide a choice of five different articles about making investments for students to select for reading and/or provides the investment textbook and an investment DVD as references.	

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			
	Teacher plans to give students a list of words to define related to different investment strategies.	Teacher plans to provide students with a list of key vocabulary and definitions before reading the article on low-risk investing for long-term growth.	The lesson plan indicates students will use an anticipation guide before reading an article on “low-risk investing for long-term growth.” Students will write a response to the article assessing the extent to which the author has provided evidence that his investment strategies are effective.	Teacher plans for students to select how they will present their findings on low-risk vs. high-risk investment strategies: multimedia presentation, writing a paper, giving a lecture, or designing an interactive group activity.
	Teacher plans to have students copy the glossary’s definitions for the bold-faced words in the textbook.	Teacher plans to have students demonstrate understanding of culinary vocabulary by sorting words into categories and grouping them according to key attributes.	Teacher plans to have students demonstrate understanding of culinary vocabulary in a unit by using vocabulary literacy strategies: asking students to find word relationships by sorting words into categories, grouping them according to key attributes, and identifying real life connections between the words and their use.	Teacher plans for students to read a text individually and identify the words they find challenging. Teacher then plans for students to work in groups to build each other’s knowledge and use context clues to define the challenging words. Teacher plans for class discussion to clarify understanding of word definitions in context and determine next steps.
Teacher provides students a completed catering proposal to read that includes a detailed plan for organizing a major school event.	Teacher plans to ask students to read and comment on a catering proposal for a major school event.	Teacher plans for students to use a flow diagram to illustrate steps in preparing a catering proposal for a major school event.	Students are given directions to come up with a method (e.g., a flow diagram, graphic organizer or writing an outline, etc.) for preparing a catering proposal for a major school event.	

2: PLANNING FOR ACTIVE LEARNING

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

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

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

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>Teacher randomly assigns students to groups to learn about graphic design.</p> <p>Teacher selects a website on graphic design for students to explore. The information on the website is dated and does not relate to the new concept standard students are studying.</p>	<p>Teacher plans for students to select their own groups to learn about graphic design based on students selecting student drawings that they like from their peers.</p> <p>Teacher selects an article on current graphic design trends to introduce a new concept.</p>	<p>Planned groups are based on student learning needs, skill level in graphic design software, and interest surveys based on peer drawings, etc.</p> <p>Teacher selects multiple resources to introduce a new concept in graphic design and incorporates current events, informational texts, works of art, websites, multimedia, digital tools, and graphics arts software, etc. The teacher's plan includes a text with a range of complexity.</p>	<p>Planned groups are based on graphic design strengths/interests outside the classroom in the graphic design field, student learning needs, graphic design software skill level, interest surveys, etc.</p> <p>Teacher plans for students to make their own interdisciplinary connections to graphic design by providing time for independent, self-directed reading and/or exploration using current social media 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>
<p>Criteria for student success</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.</p>	<p>Plans general criteria for student success; and/or plans some opportunities for students to self-assess.</p>	<p>Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.</p>	<p>Plans to include students in developing criteria for monitoring their own success.</p>
SAMPLE EVIDENCE				
	<p>The lesson plan indicates no criteria for how students will achieve success in baking learning objectives.</p> <p>The plan indicates no specific criteria for success in mastering baking skills related to the preparation of quick breads.</p> <p>The plan does not include opportunities for students to review and/or assess the quality of their business plans.</p>	<p>The plan indicates that there is a criteria list to judge a baking product, but there are no specifics provided. The lesson plan indicates no criteria for how students will achieve success in their baking learning objectives.</p> <p>The plan indicates that students will look at examples of quick bread samples as models. The plan indicates no specific criteria for success.</p> <p>The plan indicates that students will revise the rough drafts of their business plans based on feedback, but gives no indication of how that self-assessment will take place or what feedback will be given.</p>	<p>Teacher plans to provide students with a rubric on the quality of baked muffins before the students begin the baking project in pairs. Rubric dimensions include moisture, taste, color, texture and the standards related to preparing quick breads.</p> <p>The plan indicates teacher will communicate the criteria for creating successfully baked muffins by sharing the rubric.</p> <p>The plan indicates that students will revise the rough draft of their business plan using the rubric as a self-reflection guide.</p>	<p>Teacher plans to ask students what they think the qualities of a delicious baked muffin are. The teacher then plans to share the pre-designed rubric and have students redesign the rubric to incorporate their criteria and the culinary standards for preparing quick breads.</p> <p>The plan indicates that students will have an opportunity to contribute to the formation of the rubric for preparing muffins by looking at well-developed examples of successfully prepared quick breads and backward designing the criteria elements.</p> <p>Teacher plans for students to assess their progress by using the rubric they have developed/modified by looking at well-developed plans and backward designing the rubric criteria.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-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>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
SAMPLE EVIDENCE				
	Students' business plans will be evaluated at the end of the unit.	Teacher plans to give students feedback on the rough drafts of their business plans.	Teacher plans to use in-class observation, teacher feedback on rough draft, questioning throughout the lessons, and peer feedback on the quality of their business plans.	Students will use the classroom-developed rubric to assess the quality of their business plan. They record their reflections in their journals and share with their peers.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional purpose</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>Does not clearly communicate learning expectations to students.</p>	<p>Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.</p>	<p>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.</p>	<p>Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.</p>
SAMPLE EVIDENCE				
	<p>Teacher hands out a lab-planning sheet and says, "Plan your lab."</p>	<p>Teacher says, "Yesterday, we viewed a demonstration on how to make an omelet. Today, you are going to plan your individual lab sheet."</p>	<p>Teacher says, "Yesterday, we viewed a demonstration on how to make an omelet. Today we are going to plan your individual omelet lab. Reflect on yesterday's demonstration and include some of the choices that were modeled in your planning."</p> <p>FCS CTE Nutrition, Food Production & Services L 43</p>	<p>Teacher says, "In your kitchen groups, develop a market order, list of equipment needed and time blocking necessary to complete your omelet recipe." Student explains how the final product of an omelet differs from scrambled eggs.</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 accuracy</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>	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
	SAMPLE EVIDENCE			
	Teacher incorrectly defines the difference between potential and kinetic energy.	Teacher correctly defines the difference between potential and kinetic energy, but gives incorrect examples of each.	Teacher says, "Potential energy is stored energy, energy that is ready to go. Kinetic energy is the energy of a body that is in motion." Teacher follows the definitions with accurate examples.	Teacher has students individually research the difference between potential and kinetic energy and give an example of each type of energy to share with the class. The class discusses the accuracy of student representations.

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>	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
	SAMPLE EVIDENCE			
	Teacher says, "Thread your sewing machines."	Teacher explains how to thread the sewing machine correctly, and then directs students to practice threading.	Teacher says, "Now that you have learned all the parts of a sewing machine and their functions, we are going to thread the top and bottom of the machine." Teacher does a demonstration and then students practice threading the machines. Teacher monitors and corrects students when they are making errors in the process.	Teacher says, "Now that you have learned all the parts of a sewing machine and their functions, we are going to thread the top and bottom of the machine. You will find a threading diagram inside the top of your machine. You may use that as a guide." Teacher does a demonstration and individual student monitoring to ensure accuracy as they are learning the task. Students who have successfully completed the task mentor struggling students.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

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

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher asks questions, most of which are similar to the following: "Who are Piaget and Erikson?"</p> <p>Student responds: "Child development theorists."</p> <p>Teacher asks: "How many stages of development did Erikson propose?"</p> <p>Student responds: "Eight."</p> <p>Task: Students fill in the answers on a worksheet.</p> <p>Teacher provides informational material defining the theories of development.</p>	<p>Teacher asks questions similar to the following: "List and define Erikson's stages of development."</p> <p>Task: Students are asked to identify the stages and summarize each one.</p> <p>The teacher provides an open outline for students to fill in as they read the chapter on developmental theory in their textbooks.</p>	<p>Teacher asks a variety of questions similar to the following: "How does Piaget's pre-operational stage relate to infancy?" "Why is it important for an infant to successfully transition through Erikson's stage of Trust vs. Mistrust?"</p> <p>Students are asked to use a graphic organizer to research and interpret Piaget's and Erikson's theories of development.</p> <p>Teacher states, "For the past week, we have been discussing Piaget and Erikson. Today you are going to give examples of infant behavior you have observed in your internship experience. Relate these observations to a specific theory and stage."</p>	<p>In groups, students generate questions similar to the following: "What do Piaget and Erikson have to do with development in infancy?" "How do Piaget and Erikson differ in their theories of development in infancy?"</p> <p>In groups, students use a graphic organizer to research other developmental theorists and share their findings with the 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 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>
<p>Instructional resources and flexible groupings</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Uses resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Uses resources and/or groupings that minimally engage students cognitively and support new learning.</p>	<p>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.</p>	<p>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher hands out informational literature that defines and gives examples of famous buildings.</p>	<p>Teacher arranges students in groups. Teacher shows a video about famous buildings and their architects. After the video, students discuss what they saw in the video.</p>	<p>Teacher arranges students in heterogeneous groups to work on an architectural design project. Each group is asked to choose an architect, identify his or her style, a famous building the architect designed, and the design and construction challenges associated with the design of the building. The students share their information with the class.</p>	<p>In heterogeneous groups, students relate an architectural style to the time in which it was built considering the industry standard materials and construction techniques, availability of personnel, and political and economic climate of the time.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 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>
<p>Student responsibility and independence</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>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.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>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>
	SAMPLE EVIDENCE			
	<p>Teacher says, "Yesterday we went over the parts of a business plan. Today, in your groups you will discuss the type of business you want to develop and submit that to me for approval."</p>	<p>Teacher says, "Yesterday we went over the parts of a business plan. Today, in your groups you will collaboratively choose the type of business you want to develop."</p>	<p>Teacher says, "Yesterday we went over the parts of a business plan. Today, in your groups you will develop a business plan together."</p>	<p>Teacher says, "Yesterday we went over the parts of a business plan. Today, in your groups you will choose the type of business you want to plan. Create a website to display your business plan using the rubric given. Assign a role for each of your group members, such as technology manager, style manager, research manager, etc. Share your site with me."</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>Criteria for student success</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>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 tells students to write a budget plan but does not give them any criteria for success.</p> <p>Teacher says, "When you have finished your budgets, turn them in and I will tell you what we are doing next."</p>	<p>Teacher states, "As we prepare a budget, please remember to include your short- and long-term goals."</p> <p>Teacher says, "Before you turn in your budgets, be sure that you have checked your short- and long-term goals."</p>	<p>Teacher states, "Yesterday we learned about budgets, financial goal setting, and how they affect our future financial planning. Today you will construct an electronic personal budget plan according to short- and long-term goals. You will include a write up of your short- and long-term goals. Use the sample budget plan and rubric to set up your work."</p> <p>Students will compare their budgets, complete peer evaluations of each other's budgets, and make constructive suggestions. Students then use the feedback to make changes in their budgets.</p> <p>BFT, Personal Fin. Content Standard 3</p>	<p>In addition, students will illustrate how income and spending patterns change throughout the life cycle for the typical person and family.</p> <p>After getting feedback from peers and revising their budgets, a student asks to use the rubric again to self-assess a final time.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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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 computer monitor in view formula format and I will walk around to make sure you have done it."</p>	<p>Teacher says, "Does everyone understand how to create a spreadsheet formula?" Students nod their heads and the teacher says, "Good, let's move on."</p>	<p>Teacher checks in with class and asks questions to check students' understanding of spreadsheet formulas.</p> <p>Teacher states, "Please use the sample spreadsheet I have posted on the electronic white board to check your work." Teacher says, "Are your column numbers correct? If not, what can you do to get the correct answer on your spreadsheet?"</p>	<p>Students check each other's formulas to be sure that they are in proper format and help each other make necessary corrections using the sample spreadsheet posted on the electronic white board.</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>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<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			
	<p>Teacher says, "So far you have a C. If you put more effort into your work, you could improve your grade."</p> <p>Student says, "I think I am finished." Teacher says, "Look again."</p>	<p>Teacher says, "You have done a relatively good job. Please add more examples to your reflection."</p> <p>Student says, "I added a few more examples to my reflection, but I don't know what else to do."</p>	<p>Teacher says, "In your reflection portfolio, you indicated the opportunity cost of your choices. To make this more effective, you could have elaborated by explaining the concept of marginal benefits vs. marginal cost and how it relates to a rational decision. What could you add to your reflection to be more specific?"</p> <p>Student says, "I added four examples with supporting facts after listening to your feedback."</p>	<p>Teacher notes, "Please put your reflection in a presentation format according to the rubric and be prepared to present your findings to the class. You will give each other feedback on your presentations." Teacher reminds students of oral presentation criteria such as:</p> <ul style="list-style-type: none"> quality of information organization clarity of voice appropriate language details and/or examples <p>Student says to another student, "Will you review my presentation and let me know what you think?" and/or "Can I practice my presentation with you?"</p>

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

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