

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

**Evidence Guide
Illustrative Examples of World Languages 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*

Contents

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	3
Domain 2: Planning for Active Learning	11
Domain 3: Instruction for Active Learning	21

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			
	Students snicker when one student answers incorrectly in the target language. One student says, "He never gets it right." The teacher ignores the comments and snickering.	Students snicker when one student answers incorrectly in the target language. One student says, "He never gets it right." Teacher responds, "We don't talk that way in this classroom." Later when another student says to a classmate, "Your pronunciation is awful," the teacher does not respond.	When one student answers incorrectly in the target language, the teacher asks, can anyone help him with this word? Several students raise their hands. Teacher says in the target language, "Thank you Shelby for helping Jennifer. It is important that we all help each other." Another student says to his partner, "If you don't know how to pronounce a word, I will help you."	Student says to another student, "We are just learning how to speak in the target language, so we shouldn't make fun of someone who makes a mistake. She is trying her best."
	When two students are talking during the lesson, the teacher folds her arms, stares at the students, shakes her head, and says, "How long do I have to wait for you to stop talking?"	When two students are talking during the lesson, the teacher moves next to the students and gently taps the desk. The students stop talking. When another student begins talking to his partner, the teacher says, "Brian!" and puts her hands on hips.	When students are talking during the lesson, the teacher holds her hand up and the talking stops. The teacher smiles and continues the lesson.	From student interactions, it is evident that the teacher has fostered a culture that promotes polite student-to-student verbal interactions.
The same three students answer all the questions.	When the same three students raise their hands, the teacher says, "How about someone else who we haven't heard from yet?" and then calls on one of the three students whose hands are raised.	When the same three students raise their hands, the teacher says, "We need to hear from everybody." Then he or she instructs the students, "Check your response with your partner before I call on someone to answer this question."	Students in each small group listen to each other and help one another. Collaborative work is completed efficiently with each student being considerate and attentive of classmates in their group.	
				When the teacher asks the question, the majority of the students' hands are raised and students respond to one another's ideas using responsive language/active listening. For example, "That's a good idea." "I disagree with Tom because..." "I like what Tom said because..."

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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.
	When a student says, "I have family in Les Sables D'Olonne, France," the teacher says, "We are not learning about Les Sables D'Olonne right now!"	When a student says, "I have family in Les Sables D'Olonne, France," the teacher says, "That's interesting, we can talk about it some other time."	When a student says, "I have family in Les Sables D'Olonne, France," the teacher says, "Where is that? He takes out a map of France and the whole class looks for it on the map. The teacher asks the student if she has any pictures of Les Sables D'Olonne that she could bring to the next class.	As students discuss leisure activities in France, they share anecdotal information about their own personal interests and activities and pose questions to one another about those 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>Materials and activities include mainly white males and females in traditional roles.</p> <p>When reading a story set in Puerto Rico, a student says, "I went to Puerto Rico to visit my family." A classmate responds, "No one cares. I would never go there." Teacher ignores the comment.</p> <p>Teacher assigns projects to each group. When one student asks if he can be in a different group, the teacher says, "No, I put you into groups already."</p>	<p>Teacher provides materials that are limited to European countries that reflect a narrow worldview.</p> <p>During a discussion about a story set in Puerto Rico, the teacher asks a student who has visited there to share how it is different from Connecticut. Another student adds, "I've never been to Puerto Rico, but my family is from there." Teacher continues to ask the first student questions and ignores the second student.</p> <p>Teacher assigns students to groups and tells them they can select from four different projects. When one group selects their project, the teacher says, "No, you cannot choose this topic," and offers no further suggestions or support. Other groups are allowed to pick their own topics of interest.</p>	<p>Teacher provides a variety of authentic materials (articles, stories, videos) that reflect different cultures, religions, and genders.</p> <p>During a discussion about a story set in Puerto Rico, the teacher asks a student who has visited there to share how it is different from Connecticut. Another student adds, "I've never been to Puerto Rico, but my family is from there." The teacher responds, "Do you still have family living there? Would you like to visit one day?"</p> <p>Teacher explains to students that they may choose a topic of interest from a pre-selected list. Students are grouped based on the projects they select. Students may also select the medium/process they want to use to present their project.</p>	<p>Students bring in materials from their own culture and heritage to share with classmates. Classmates ask questions about the materials/culture.</p> <p>The teacher has selected a variety of multi-cultural literature that is representative of her student population. The teacher asks students in advance to share their experiences with the class.</p> <p>Students generate a list of topics for independent projects based on interest. Students choose to work alone or in a group and may select the medium/process they want to use to present their project.</p>

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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.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>When a student attempts to answer a question using the target language, another student says, "That's a really bad accent." The teacher does not respond and moves on.</p> <p>The teacher asks, "How many of you remember the capital of Burkina Faso?" Students do not respond. Teacher says, "We learned this yesterday; why don't you remember?"</p>	<p>When a student attempts to answer a question using the target language, the teacher says, "That's an interesting pronunciation." When another student answers a question in the target language, the teacher says, "Excellent effort at getting the pronunciation right."</p> <p>The teacher asks, "How many of you remember the capital of Burkina Faso?" The same four students who have answered all the other questions raise their hands.</p>	<p>When a student attempts to answer a question using the target language, the teacher validates the student by saying, "That is a hard word to pronounce. Would anyone else care to try pronouncing this word?"</p> <p>The teacher asks, "How many of you remember the capital of Burkina Faso?" Fifteen of the 20 students raise their hands to participate.</p>	<p>When a student attempts to answer a question using the target language, another student says, "I have trouble pronouncing that word too."</p> <p>Student A says, "I think the capital of Burkina Faso is Yamoussoukro." Student B responds, "No, I researched it and the capital is Ouagadougou."</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>
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			
	Teacher says to the class, "This passage is a difficult one. I know most of you can't read it, so I will just translate it for you."	Teacher says, "This passage is a difficult one. We're going to break into two groups. Some of you will need a lot of help to read this and some of you are ready to work on your own."	Teacher says, "This passage is a difficult one. But I have complete confidence that you can all figure this out. This is like the last time you got to a word you didn't recognize. What did you do then?" Teacher says, "We will work on it together. What do you think you need to do first to figure it out?"	Student says, "Let's look at the context. Last time that helped us to figure out what the word meant."
	Teacher says, "Let's complete this worksheet. Make sure you have filled in all the blanks." At the end of the period, the teacher walks around and checks off in the grade book who finished.	Teacher says, "Memorizing the present tense may help some of you."	Teacher asks, "Why might communicating in the present tense be helpful to all of you in language learning?" Teacher validates student responses before introducing the task at hand, connecting student rationale to the work.	Student says, "I can see how grammar affects my ability to be understood. I was able to apply my knowledge of the present tense to better communicate about myself. The review we did helped me to feel more confident in my speaking and writing tasks."
Teacher says, "Some of you did poorly on this. Hopefully, you'll do better on the next test."	Student goals are posted. Information on chart displaying progress toward personal growth is three months old.	Students are directed to record their progress toward their personal goals on their data chart (i.e., proficiency level, behavioral goal, etc.). Progress toward shared goals is discussed and/or displayed and is up to date.	Students adjust personal goals based on analysis of their performance data. A student says, "I can see what I need to work on to improve my writing skills in order to reach the next level."	

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>Several pairs use English and/or are off task and the teacher does not address it.</p> <p>Students continue to shout out vocabulary words as teacher translates each word for the students.</p> <p>Numerous students are speaking in English. The teacher does nothing to correct the behavior.</p>	<p>Several pairs conduct the activity in English and/or are off task. Teacher asks the whole class to use the target language. A few minutes later, several pairs return to English and teacher ignores/does not respond.</p> <p>Teacher says, "Please remember to use your vocabulary lists" while holding up the vocabulary list but continues to answer student vocabulary-related questions from students who do not use the list as a resource.</p> <p>Teacher says to a student, "I heard you speaking in English. Don't do it again!" Another student speaks in English and the teacher says nothing.</p>	<p>Students are talking with their partners. The teacher refers to the activity expectations if a pair uses English and/or goes off task. The group responds with the expected behavior.</p> <p>Teacher says, "I can see group 3 is effectively using their resources. They have their vocabulary lists on their desks and are referring to them when needed." Teacher uses proximity to remind students of appropriate behavior during the task.</p> <p>Teacher says, "I observed a few students speaking in English during the last activity. Let's talk about our class expectations. Why is it important to stay in the target language?" Students brainstorm a list of reasons.</p>	<p>Student says to another pair, "Remember we need to use the target language." The other pair re-engages using target language.</p> <p>Student reminds another student to use his resources by pointing to the vocabulary list.</p> <p>During group work, students stay in target language the entire time or remind each other of class expectations on target language use.</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>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
<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			
	During collaborative group work, one student does all the work and students do not use the target language. Teacher does not respond. Part of the class is prepared for the activity. Teacher says, "All of you have detention because you were not ready to start on time. You can make up the time after school."	Teacher does not provide protocols for collaborative group work. Teacher asks, "Why is one person doing all the work? You should know better." Teacher praises girls for being prepared for the activity but does not recognize the boys who are equally prepared.	Teacher reviews protocols for collaborative group work and allows students time to practice using the protocol. Teacher says, "Even though you came in late, I see that you got yourself organized quickly to be ready to participate."	Students use protocols during collaborative group work. Students monitor each other to ensure that other students use the protocols when working in groups. Student says to another student, "We are sharing in the target language about what we did this weekend."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.⁶

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher says, "You are going to read a short story with some examples of the pluperfect." Teacher has misplaced copies of the story and spends two-three minutes locating them. Students begin speaking in English, using their cell phones. Teacher hands out copies one at a time.	Teacher says, "Now that we have reviewed the uses of the pluperfect, we are going to read a short story which illustrates these uses." After explaining this to students, the teacher passes out the copies one at a time to students. During this time, some students begin side conversations.	Teacher says, "Now that we have reviewed the uses of the pluperfect (past perfect), we are going to read a short story which illustrates these uses." As the teacher is talking, she has the materials readily available and is passing them out in a systematic manner. Students know how to distribute the copies to fellow classmates.	Teacher says, "Once your group has completed the pluperfect review, you may begin working on the interpretive reading." As groups finish the review, one student from each group gets up and obtains copies of the assignment for all members. Students begin by reading the instructions and discussing the assignment.
	At the beginning of class, the teacher points to the questions on the board. A few students begin writing, some call out answers; others are out of their seats.	At the beginning of class, the teacher says, "Please work with a partner to compose a response to the two questions written on the board." Some students begin working while one student says, "Where are the markers?" Another student says, "Do we have to answer in Chinese?"	At the beginning of class, the teacher says, "Please work with a partner to compose a response to the two questions written on the board." Students get up and obtain individual whiteboards and markers and begin working collaboratively to answer the questions.	As students are coming into the classroom, they obtain individual whiteboards and markers and begin working collaboratively to answer questions written on the board. Once students are finished, they share answers with other groups and the teacher.
Teacher learns that there will be a pep rally. The teacher does not post changes or share instructions with students.	Teacher says, "Tomorrow we will not have class because of the pep rally. Please complete the classwork for homework." Teacher does not write assignments/instructions on the board.	Teacher says, "Tomorrow we will not have class because of the pep rally. Please take a copy of the performance-based assessment that you will complete to further our lesson on describing daily routines. Teacher hands out assignments and writes instructions and a due date on the board.	Additionally, teacher says, "Please check the class website for information regarding tomorrow's missed class." Teacher maintains a class webpage where assignments and instructions can be posted for students to consult independently.	

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson plan is aligned with standards</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards</p>	<p>Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.</p>
SAMPLE EVIDENCE				
	<p>Teacher lists all world language standards/Common Core State Standards (CCSS) in the lesson plan.</p> <p>Lesson objective is to retell information about a cultural celebration of the target culture. Teacher plans to have students complete a vocabulary worksheet about the culture. No standards are referenced.</p>	<p>Some of the world language standards/CCSS listed in the plan support the content of the lesson, but other standards listed are not addressed in the lesson content.</p> <p>Lesson objective is to retell or summarize information in narrative form about a cultural celebration of the target culture (WL National Standards Presentational Communication 1.3, CCSS.ELA-WR.3): teacher plans to read to students several example summaries about cultural celebrations. Students answer comprehension questions about the celebrations.</p>	<p>Teacher has identified the specific world language standards/CCSS that will be addressed in the content of the lesson. All lesson activities are designed to encourage student success while aligning to the specific standards.</p> <p>Lesson objective is to retell or summarize information in narrative form about a cultural celebration of the target culture (WL National Standards Presentational Communication 1.3, CCSS.ELA-WR.3). The teacher plans to provide 3 model narratives in which the whole class evaluates the quality of each and then in small groups, students identify key components of what makes the best summary effective. Students then apply class discussion to the assigned task by creating their own summarized/retold narrative of a target culture celebration of interest in the target language.</p>	<p>Teacher has carefully selected the world language standards/CCSS for the lesson content based on student needs. All lesson activities are aligned to the specific standards.</p> <p>Following the lesson on retelling/summarizing narratives, the teacher plans to have students select an authentic audience, such as host families awaiting their exchange students, and tailor their summary to effectively communicate the importance of the cultural celebration within the target culture.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</p> <p><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>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	SAMPLE EVIDENCE			
	Teacher plans for students to begin the lesson by completing a 3-5 minute “free write” on any topic of their choosing in the target language. Students will complete an activity from the book on preterit/imperfect conjugations. The lesson is concluded with vocabulary bingo.	Teacher plans for students to begin the lesson by completing a 3-5 minute “free write” in the target language that answers the following prompt: Share a memory from your past in which you learned a lesson. Students will share the memory with their partner. Next, the students will access the textbook and read grammatical rules for the preterit and imperfect. Students will practice conjugating verbs in a cloze activity in the preterit and imperfect (CCSS.ELA-WR. 4 & 5, WL National Standard Presentational Communication 1.3).	Teacher plans for students to begin the lesson by completing a 3-5 minute “free write” in the target language that answers the following prompt: Share a memory from your past in which you learned a lesson. The teacher will model the difference in past actions and their impact on grammar using the preterit and imperfect. Next, the teacher will guide students in editing a past memory using the guidelines discussed earlier in the lesson. Finally, students will work in pairs to peer edit and revise their own memory using those guidelines (CCSS.ELA-WR. 4 & 5, WL National Standard Presentational Communication 1.3).	Additionally, teacher plans to extend the lesson for students by having them read an excerpt from <i>The House on Mango Street</i> by Sandra Cisneros and create a memory as if they were the main character in <i>The House on Mango Street</i> .

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.
	<p>Day 5 (After introducing and practicing vocabulary related to childhood) in a seven day unit entitled, "When I was a child..." the teacher plans for students to learn the lyrics to a Shakira song that has the word "childhood" in it.</p> <p>Teacher plans to read aloud examples of magical realism.</p>	<p>Day 5 (After introducing and practicing vocabulary related to childhood) in a seven day unit entitled, "When I was a child..."the teacher plans for students to learn the lyrics to a Shakira song that has the word "childhood" in it. Students illustrate 3-5 activities from their childhood and share those activities in the target language.</p> <p>The teacher plans to present and explain one example of magical realism. Then she plans for students to complete a worksheet of multiple examples and state if the example is magical realism or not.</p>	<p>Day 3 (After introducing and practicing vocabulary related to childhood) in a seven day unit entitled, "When I was a child..."; the teacher plans to use a personal memory to illustrate the uses of preterit and imperfect and plans to ask students to apply those uses to create their own personal memory.</p> <p>The teacher plans for students to investigate magical realism as a genre in Latin American literature and highlight words and phrases that illustrate the presence of magical realism in the literature. Students will support their evidence with reasons (CCSS.ELA-literacy 1, WL National Standard Cultures, Practices, Products 2.1 & 2.2).</p>	<p>Day 3 (After introducing and practicing vocabulary related to childhood) in a seven-day unit entitled, "When I was a child..." Students will read a personal memory and make inferences about grammatical rules specific to the preterit/imperfect then share collaboratively. Students will synthesize grammatical and vocabulary learning to create a memory from the perspective of the main character from <i>The House on Mango Street</i>.</p> <p>The teacher plans for students to read three short passages that incorporate magical realism by different authors from the target culture and research how relevant historical events might have inspired the genre (CCSS.ELA-literacy 1 & 3, WL National Standard Cultures, Practices, Products 2.1 & 2.2).</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.</p>	<p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>
SAMPLE EVIDENCE				
	<p>Teacher follows the textbook and pacing guide to plan lesson. When asked what lead to the decision to use this lesson, the teacher indicates that it is the next unit in the curriculum.</p> <p>Teacher plans to have students read pages 385-386 in the textbook, which contain key vocabulary on leisure activities.</p>	<p>Teacher says this lesson plan is based on the pre-test that students took the first week of school.</p> <p>Teacher plans to provide all students with an interview of a student from Haiti that contains French-to-English definitions of key vocabulary on leisure activities.</p>	<p>Teacher says lesson is planned based on assessment data from the test students took last week and current formative assessments and observations of student needs.</p> <p>Teacher plans to provide one group an interview of a student from Haiti with a vocabulary bank containing pictures and a second group the same interview with a vocabulary bank with circumlocuted definitions in the target language of leisure activities.</p>	<p>Additionally, teacher plans for students to use a self-assessment based on strengths and weakness of language skills (speaking, writing, reading, listening) to reflect on their progress and determine their next steps (Example: goal setting).</p> <p>Additionally, teacher plans to provide a variety of mediums (audio, video, reading, etc.) or topics from which students can select.</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>Literacy strategies</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>	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.
	SAMPLE EVIDENCE			
	To learn the meaning of key vocabulary, the teacher plans to provide students with several celebration words in both the target language and English.	To learn the meaning of key vocabulary, the teacher plans to give students a list of celebrations to define prior to the start of the lesson.	To make meaning of key vocabulary related to a quinceañera celebration, teacher plans to model context clues and discuss adverbs of time prior to students reading about a quinceañera celebration. The teacher plans to have students watch a video of a quinceañera celebration. Students will compare and contrast their personal birthday experiences in writing in the target language and share with a partner what they learned about a quinceañera.	Teacher plans for students to select an article from a magazine, newspaper, or the Internet. Student will select an appropriate graphic organizer for their article based on their needs. For example, they may decide to create a vocabulary glossary in the target language by recording difficult words in the text, what they mean, and which strategy they used to figure out their meaning.

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>Teacher plans to have students copy the glossary definitions for the bold-faced words in the textbook.</p> <p>Teacher plans to give students a handout that includes the vocabulary words with their English translations. Students will complete sentence using the correct words.</p>	<p>Teacher plans to have students demonstrate understanding of word relationships in the target language by sorting words into categories, grouping them according to key attributes/concepts.</p> <p>Teacher plans to provide students with a task of defining challenging words within a reading. Teacher plans to instruct students on how to use the target language dictionary to look up words.</p>	<p>Teacher plans to have students demonstrate understanding of word relationships in the target language by sorting words into categories, grouping them according to key attributes/concepts, and identifying real life connections between the words and their use.</p> <p>Teacher plans to have students use new words and phrases in their writing to demonstrate their understanding.</p> <p>Teacher plans to provide students with a task of determining the meaning of challenging words within a complex reading. Teacher plans to have students use the Frayer model to define the words.</p>	<p>Teacher plans for students to do a reading individually and identify the words in the target language 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 will provide students with a task of defining challenging words within a complex passage. Students will be able to self-select a strategy to define the challenging words within the text (Frayer model, visual dictionary, applying words in writing, root words, etc.).</p> <p>Teacher plans to provide students with a task of determining the meaning of challenging words within a complex reading. Students will have the option to self-select a preferred strategy to define the challenging words within the text (Frayer Model, visual dictionary, applying words in writing, root words, etc.).</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-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 graph and plans questions that can be answered with yes/no or with one-word responses that may not require that students have looked at the graph at all.</p> <p>Planned task is for students to discuss what they know about immigration. Teacher does not plan to ask students any questions.</p>	<p>Teacher provides a graph for analysis in the target language and plans a series of graph-dependent questions where most answers are evident.</p> <p>Planned task is for students to watch video/listen to audio clips in the target language on immigration. Teacher plans to ask students questions that are factual in nature.</p>	<p>Teacher provides a graph showing the statistical data of language demographics around the world for in-depth analysis in the target language and plans questions to lead students to a deeper understanding. The questions are scaffolded and sequenced and build on previous knowledge. Teacher plans for students to underline or highlight any information that may help them answer the questions. Students will be required to substantiate all their answers by citing evidence from the graph.</p> <p>Planned task is for students to watch video/listen to audio clips in the target language that represent a variety of perspectives relative to immigration. Students will complete a graphic organizer in target language to record varied perspectives. Students will discuss the perspective with which they most identify. Teacher plans to ask questions that challenge students' thinking about their personal belief/opinion.</p>	<p>Teacher provides multiple graphs for in-depth analysis in the target language and plans questions to lead students to a deeper understanding. Teacher plans for students to generate their own questions and exchange them with one another to answer.</p> <p>As a culminating project, students will demonstrate their understanding of the perspectives involved by submitting a proposal to affect policy change relative to the U.S. policies on immigration. Students will choose text, graphics, and/or multimedia to do so. Teacher plans to facilitate student-generated discussion in which students respectfully challenge others' beliefs/opinions on immigration.</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 whole class instruction only.</p> <p>Teacher selects a reading in the target language that contains vocabulary and grammar that is beyond an appropriate level for their beginning language course. The selection does not match lesson purpose. (Example: Reading includes imperfect subjunctive with if clauses/multiple idiomatic expressions in level 1 language class.)</p>	<p>Teacher plans for students to select their own groups.</p> <p>Teacher selects a poem in the target language about machismo to introduce a new concept.</p>	<p>Planned groups are based on student learning needs, skill level (listening, speaking, reading and writing), interest surveys, etc.</p> <p>Teacher selects multiple resources in the target language to introduce a new concept, including current events, informational texts, works of art, music, websites, multimedia, digital tool, realia, etc.</p> <p>Teacher's plan includes resources with a range of complexity.</p>	<p>Planned groups are based on content area strengths/interests, student learning needs, skill level (listening, speaking, reading and writing), interest surveys, etc.</p> <p>Additionally, teacher plans for students to find an example of the new concept in an interest-based target language resource and share how it relates to something happening beyond the target language classroom.</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>Teacher's plan states students will read and talk about menus in the target language.</p> <p>Teacher plans to have students hand in their written menu conclusions when they are done. The only criterion is "task completion."</p> <p>Teacher plans to remind students to hand in their conclusions when finished in the target language.</p>	<p>Teacher plans specific questions related to the lesson but does not determine acceptable responses/ likely unacceptable responses. Example: Teacher plans to use menus so that students identify food vocabulary. Teacher assumes one correct answer per question.</p> <p>As teacher introduces menu task, he or she plans to explain that students must have some details from the menu in order to draw their conclusions.</p> <p>Teacher plans time for students to evaluate their conclusions based on limited criteria, such as "I used evidence from the menu in my conclusions and I wrote them all in the target language."</p>	<p>Teacher plans specific questions related to the lesson and determines a range of acceptable responses and likely unacceptable responses (i.e., teacher plans to ask in the target language, "Based on your examination of the menu, what conclusions would you make about this restaurant, its location, and the culture of its patrons? Support your answer with evidence from the menu.") Teacher knows that there will be multiple correct answers and will plan to address stereotypes vs. evidence-based conclusions.</p> <p>As teacher introduces menu task, he or she plans to explain that students must have at least four specific details from the menu to support their conclusions drawn from the menu reading.</p> <p>Teacher plans time for students to evaluate their menu conclusions based on the communicated criteria, either with a partner or independently.</p>	<p>Additionally, teacher plans to provide students with examples of open-ended and closed questions about the menu. Students will sort questions and distinguish those that are open-ended. Plan calls for students to use the open-ended questions to generate exemplars of multiple correct answers with evidence from the menu.</p> <p>Prior to completing the task, teacher's plan calls for students to generate criteria that identify "acceptable/ideal" responses. Teacher plans to challenge students to determine the number of details from the menu needed and to define "effective conclusions." The students will complete the task using the generated criteria in rubric form.</p> <p>Teacher plans time for students to use feedback from peers to self-assess their menu conclusions based on the student-generated 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>
Ongoing assessment of 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>	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				
	End of unit test will be given after the unit is complete.	Teacher plans to use recall questions, use of "thumbs-up/thumbs-down" to gauge student understanding, yes/no answers on whiteboard, etc.	Teacher plans to monitor student progression of menu task to facilitate obstacles students encounter with vocabulary, etc. Teacher plans to use white board, online polling tools, questioning, observation, 3-2-1 summary, exit slips, etc. Teacher plans to analyze evidence and plans to adjust instruction accordingly.	Additionally, students complete the self-assessment rubric on their menu task. They record their reflections in their journals and share with their peers in the target language. Teacher uses both student self-assessment and teacher observed evidence to adjust instruction accordingly for both individuals and whole-class needs.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Here is a worksheet about a boy who grew up in a small village in Canada." Teacher does not state or write lesson objective; no connections made to prior learning or unit objective.	Teacher says, "We are going to learn about a small village in Canada which plays a role in the story we are going to read." After stating the objective, teacher reminds students of activities they did in the previous lesson.	Teacher says, "Yesterday we watched a video about Canada. Today we are going to connect what we know while learning about life in a small Canadian village." Teacher further explains the objective, which is written on the board (or student handout) and connects it to the previous lesson and the overall unit objective.	Students compare what they have learned about life in Canada with their own community and answer the following question: "Compare the role of sports in your community to those played in Canada." Students brainstorm answers and then present their ideas, linking them to the overall unit objective.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "In Spanish, you can use formal and informal addresses interchangeably."	Teacher says, "In Spanish, speakers use a formal address with all adults, including parents and grandparents."	Teacher says, "In Spanish, speakers use a formal address to show respect to elders and people they do not know." Teacher provides students with sample conversations.	Teacher provides students with sample conversations using either formal or informal registers and says, "With a partner, read the following conversations and discuss why each uses a formal or informal address. Then explain your decision to another group."

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content progression and level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
SAMPLE EVIDENCE				
	<p>Teacher says, "I have given everyone an article on immigration. I want you to read it. When you finish reading it, work on your vocabulary word project."</p>	<p>Teacher says, "Yesterday we talked about geography of Italy. Today we will read as a class an article about immigration and its impacts on society. After we finish, you will go online for a short assessment."</p>	<p>Students complete a "Do Now" which assesses level of understanding of immigration in Italy. Based on the results, teacher assigns students to one of three groups. Groups are given differentiated tasks with increasing levels of complexity to explore immigration in Italy. The teacher facilitates each group. At the end of the session, students reflect on questions: "What do I understand? What is still confusing?"</p>	<p>Students are provided a list of five level-appropriate articles available on the web. Each article presents a current immigration issue in Italy. Students select one article and identify two supporting details that explain how immigration has affected Italy.</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." During a read aloud, students stumble over words, cannot pronounce words, or stop reading.	Teacher instructs students to look at the words on the chart. Teacher says, "These appear in the new text you are going to read today. Let's define these so you don't get stuck. 'Croissant' means a roll you eat for breakfast."	Teacher says, "Let's first look at the word 'croissant' in the fourth sentence, and let's see if we can figure out its meaning from the context." Teacher reads, "The boy ate a croissant for breakfast with some butter." When asked for possible synonyms, students respond, "roll", "pastry," and "bread." Teacher asks, "What context clues did you use to arrive at the answer?"	Students help another student with the word "croissant." The student continues, "Look at the fourth sentence. 'The boy ate a croissant for breakfast with some butter.' I think it must mean something he eats in the morning for breakfast like a roll or bread." Then student responds, "Yes, I think that makes sense, let's read for more clues."

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, "How many characters are in the story?"</p> <p>Student responds, "Two."</p> <p>Teacher says, "Where does it take place?"</p> <p>Student responds, "On a bench."</p> <p>Teacher-student Q/A continues.</p> <p>Teacher states, "We are going to read the poem, 'Déjeuner du matin' by Jacques Prévert together." After reading the poem, the teacher has students copy the poem into their poetry journal.</p>	<p>Teacher asks, "Name the characters in the story who were having a conversation on the bench."</p> <p>Students are asked to identify main idea in the story.</p> <p>Teacher states, "We are going to read the poem, 'Déjeuner du matin' by Jacques Prévert together." Teacher reads poem aloud to students. Teacher tells students to then read the poem again silently and highlight idiomatic expressions found in the poem.</p>	<p>Teacher asks a variety of questions:</p> <p>"What is the message the author is trying to convey in 'El Otro'?"</p> <p>"What is the symbolism of the two men having a conversation?"</p> <p>Students are asked to gather, analyze, and interpret information from multiple sources online.</p> <p>Teacher says, "For the past few weeks we have been reading and learning about idiomatic expressions. Today you are going to write your own poem using idiomatic expressions we have learned in the unit."</p>	<p>In a group, students generate these questions about a story they read:</p> <p>"Who is narrating this story?"</p> <p>"Is it reality or a dream?"</p> <p>Students connect the story to the style of "Realismo Mágico."</p> <p>(There's an assumption here that students fully understand "Realismo Mágico.")</p> <p>Students suggest using the computer to research poems that use idiomatic expressions.</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>The teacher places students in the homogenous groups. Students watch a video on cultural traditions.</p>	<p>The teacher allows students to choose their own groups and then shows a video that describes the importance of cultural traditions in Spain. Students discuss what they saw in the video.</p>	<p>Teacher arranges the students in heterogeneous groups and provides them with an iPad to watch a video about a specific tradition/holiday in Spain. She asks them to complete a graphic organizer to compare/contrast the tradition with a similar one in their culture. Students become "experts" in their tradition and then form new groups to share the information they learned.</p>	<p>Student groups select a tradition/holiday from their brainstormed list and find a source (article, newspaper, e-book, media, etc.) to learn about variations of the tradition celebrated in other Spanish-speaking countries.</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 reads aloud an article about housing in France. Teacher stops to explain what she just read. She asks students, "Do you understand that?" They shake their heads and the teacher continues reading.</p>	<p>Teacher reads aloud an article about housing in France. Teacher stops to ask questions. Teacher says, "Now that I have shared the article with you, you are going to work with a partner to identify characteristics of typical housing in France."</p>	<p>Teacher says, "Yesterday we discussed the topic of housing in relation to different regions and climates in France. Today, in your groups, you will choose a region and then research a typical house found in this region and create a video 'house tour.' I will provide checkpoints with due dates in the form of a calendar. Everyone will be expected to do equal work."</p>	<p>In groups, students complete K-W-L about housing in France and select a specific topic of interest. Students in the group determine who will complete what sections of the research. They agree to create a "group project with graphics and photos" and share it via the medium of their choice.</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 assigns students to write an opinion piece but does not provide a rubric or criteria ahead of time.</p> <p>Teacher says, "Record your speaking assignment and submit it."</p>	<p>Teacher says, "As we write the opinion piece, remember to include an introduction, supporting details and a solid conclusion."</p> <p>Teacher says, "Before you submit the speaking assignment, listen to it once and make sure you completed all the requirements."</p>	<p>Teacher says, "As we work to write an opinion piece on cultural stereotypes, we need to revisit our writing expectations. We will be using the World Language Writing Rubric to assess the structure of your opinion, use of supporting details, and a well-developed concluding statement. Let's look at the rubric and make sure we understand the expectations."</p> <p>Teacher says, "We will have three practice sessions in which you will be self-assessing your speaking assignment. First you will record your assignment, and then listen to an example with the rubric. Finally you will listen to your own recording and assess yourself."</p>	<p>In pairs, then in small groups and finally as a whole class, students suggest including additional criteria for assessing their own writing.</p> <p>A student adds, "We should probably include something about how we integrate sources into our writing."</p> <p>One student says to another student, "I completed my recording; I need to get my speaking rubric out and see if I completed all the requirements."</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 hands out a menu to students along with a multiple-choice worksheet. Students exchange the worksheet and correct it as the teacher reads the correct answers. Teacher does not collect assignment.</p>	<p>Teacher asks a few questions to the entire class. Teacher asks, "Does everybody understand the organization of the menu?" Some students say "yes." Others just nod their heads.</p>	<p>Teacher circulates among student groups and asks questions about the origin of the menu, its organization, and culture-specific vocabulary to check students' level of understanding of an authentic menu in the target language.</p>	<p>In groups, students read and analyze an authentic menu. Then students compose questions to ask each other about the menu. Student A asks student B, "What dishes would a vegetarian be able to eat?" Student B answers, "Maybe tacos because the client can choose what goes in it." Student A agrees with B and supplies an alternative answer as well. Student A says, "I think I understand how the menu is setup but can we work on some of the words I don't recognize?"</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>
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, "Your email is too short. You need to add more sentences to get a better grade."</p> <p>During an inner-outer circle activity, student A asks in the target language, "How many people are in your family?" Student B responds, "Gunther and Marta." Teacher says, "You were not listening!"</p>	<p>Students are editing an email to a friend about their summer vacation in a computer lab. Teacher says, "Your email looks good. Please add more adjectives to enrich your description of your summer vacation."</p> <p>During an inner-outer circle activity, student A asks, "How many people are in your family?" Student B responds "Gunther and Marta." Teacher asks student A to repeat the question and tells student B to listen to the beginning of the sentence.</p>	<p>Students are editing an email to a friend about their summer vacation in a computer lab. The teacher has provided detailed comments, which include feedback on vocabulary, content, and structure. Teacher says, "I like how you structured your introduction, it is clear what your email will be about. To improve the fluency of your writing, go back and check your subject-verb agreement. Also consider adding more descriptive language."</p> <p>During an inner-outer circle activity in the target language, student A asks, "How many people are in your family?" Student B responds "Gunther and Marta." Teacher observes interaction and writes a similar question on SMARTBoard in the target language with an appropriate answer. After the students change partners and he is asked the same question again, student B says "I have three people in my family" using the teacher feedback from the board.</p>	<p>Students are sending their assignment (an email to a friend about their summer vacation) to a peer for revision. Each student receives a set of guiding questions to be used during the peer edit. Questions include: 1) Is there an appropriate salutation? 2) Does the student organize the letter into paragraphs? 3) Does the student use transitional words or phrases? 4) Is the vocabulary appropriate and accurate? 5) Is there an appropriate closing salutation?</p> <p>During an inner-outer circle activity in the target language, student A asks, "How many people are in your family?" Student B responds "Gunther and Marta." Student A replies, "I don't understand. Do you have three people in your family?" Student B responds, "Oh sorry, yes, I have three people in my family."</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.
SAMPLE EVIDENCE				
<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>	Students are describing their daily routine using reflexive verbs. A student in one group says to the teacher, "I don't think we are conjugating this verb right." Teacher responds, "Don't worry, just continue with the activity."	Students are describing their daily routines using reflexive verbs. Teacher says, "I notice there are mistakes in conjugating the reflexive verbs. Please check your notes and review conjugations."	Students are in pairs describing their daily routines using reflexive verbs. Teacher notes that many students are omitting the reflexive pronouns in their descriptions. Teacher stops the activity and says to the class, "I'm noticing we are struggling with the use of reflexive verbs. Let's do a mini-review." Teacher conducts a model conversation with a volunteer for the class and reinforces the correct form with a visual aide. After the mini-review, students return to the speaking activity.	<p>After discussing daily routines in pairs, teacher provides students with the following "exit slip:" Tell me how confident you are in using reflexive verbs to describe daily routines after today's lesson? Then she gives them the following challenge activity:</p> <p>We practiced describing daily routines using reflexive verbs. Conjugate the following phrases using an appropriate reflexive verb.</p> <ol style="list-style-type: none"> 1) I wash myself. 2) You dress yourself. 3) We put ourselves to bed. <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1) Did you find the lesson helpful? 2) How could the lesson be improved? 3) What activities would you like to do to practice reflexive verbs? <p>Teacher uses student feedback to create a stations activity to incorporate various learning styles.</p>