

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

Evidence Guide Illustrative Examples of Grades PreK–2

Sample evidence of teacher practice developed by Connecticut educators



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Developed in partnership with the Office of Early Childhood

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 matters, 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			
	Teacher raises his or her voice to gain students' attention by saying, "Talking to your classmates is <i>really</i> showing me you're ready for morning meeting" in a sarcastic tone.	Teacher may use verbal cues to gain attention and address expectations. The teacher says, "It's my turn to talk now, please quiet down and wait your turn." Student response is varied and inconsistent.	Teacher uses verbal and nonverbal cues to capture students' attention. The teacher may begin to sing softly while others join in. Student attention is centered on the teacher awaiting further direction.	Classroom behaviors indicate that the teacher is promoting positive student interactions. Students are respectful of each other and the teacher. Students may remind each other to listen when others are speaking.
	Teacher does not smile or acknowledge students by name. Reciprocal conversations are not evident.	Teacher smiles, uses students' names occasionally and engages in brief reciprocal conversations, when appropriate, about topics that sometimes are related to child interests.	Through class discussion, the teacher shows interest in children and their ideas, experiences and work. Teacher frequently uses students' names and listens intently, waiting until a child has finished talking. He or she elicits more information by sharing own thoughts and asking questions related to a child's interest.	Teacher provides opportunities for students to demonstrate empathy, support and respect to fellow classmates. Students can be heard encouraging their classmates to be more attentive or they can be heard sharing thoughts and asking their classmates questions without teacher prompting.
	Teacher does not address conflicts between peers and/or does not provide students with the appropriate skills necessary to resolve conflicts independently. The teacher often settles the conflict himself or herself.	Students consistently need teacher support for settling conflicts in the classroom. The teacher provides limited opportunities for students to independently settle conflicts.	Teacher models and supports students to actively resolve conflicts. The teacher prompts students to assist one another and provides assistance.	Students independently engage in conflict resolution. There is little to no conflict evident and when it does occur, the students resolve it with relative independence.
Teacher's voice dominates the classroom. The teacher provides minimal opportunities for student voice and does not promote content-related conversations.	Teacher provides infrequent opportunities for student voice. The teacher's voice and/or the voices of only a few specific students dominate the classroom.	The overall sound of the classroom is a balance of adult and student voices. Adult voices do not dominate.	Teacher provides ample opportunities for students to take leadership roles in learning experiences and have an active voice in the classroom.	

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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.
	<p>The teacher provides unclear directions for transitions and work expectations. Teacher gives students directions with too many steps, resulting in students following the last step. Students have difficulty transitioning from one activity to another. Students are unsure where to go, transitions are lengthy, and significant instructional time is lost.</p> <p>Students are disengaged from activities and are frequently off task resulting in significant loss of instructional time. The teacher does not make attempts to redirect and/or clearly explain lesson tasks. Students may frequently wander the classroom without purpose.</p>	<p>Teacher initiates a lesson by passing out materials with minimal explanation. Some students are unsure what to do after an activity is completed resulting in the loss of some instructional time.</p> <p>Teacher has activities prepared that engage some students. The teacher infrequently redirects students who are off task and makes minimal attempts to redirect student's unrelated contributions. Some students are unsure how to access and appropriately use materials.</p>	<p>Students transition smoothly, with reminders from the teacher when necessary. There is no loss of instructional time.</p> <p>Teacher creates learning centers/workstations that are designed with student interests in mind and encourage exploration and creativity. The teacher has appropriately provided students access to materials and has modeled their use to promote independence.</p>	<p>Teacher states clearly what the students will be learning using age-appropriate vocabulary and has established routines/expectations. Students transition smoothly and support each other to move through the daily schedule.</p> <p>Teacher has well established centers/workstations and provides opportunities for students to independently use and acquire materials and activities relevant to the learning standards being addressed</p>
	Teacher does not attempt to assist when a student is frustrated, nor does the teacher support or encourage students to complete the task independently.	Teacher intervenes when a student is frustrated with a task and infrequently supports and/or encourages students to complete the task independently. The teacher may say, "I will show you how to finish the puzzle."	Teacher provides support to students when they exhibit signs of frustration and models ways to independently approach the problem. The teacher may say, "Think about how we've solved other puzzles. What worked last time?"	Teacher promotes a positive learning environment where students feel comfortable taking social/academic risks. Students seek out one another when frustrated and help each other. One student may be heard saying, "Remember when Mrs. T. helped us do the puzzle last time? Let's do the corners first!"

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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.
	There is little dialogue in the classroom. When students and the teacher are talking, it is focused on the daily routine or tasks. There are few supports in place to promote dialogue for students with academic needs.	Students infrequently engage in individual conversations with the teacher or with peers. The teacher infrequently provides support to promote dialogue for students with academic needs.	Students engage in meaningful conversation with one another while working on an activity together. The teacher frequently provides support to promote dialogue for students with academic needs. The teacher may say, "Deja, talk to Juan about how you think the story will end. Juan, do you have another idea that you'd like to share?"	Students are consistently engaged in meaningful conversations with the teacher and each other. Students with academic needs have readily available supports/resources in place to improve their ability to engage in meaningful conversations. Deja and Juan discuss their ideas about the ending to the story and relate their ideas to their personal experiences.

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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>All materials in the classroom reflect the dominant culture, e.g., posters, books, dolls are all Caucasian.</p> <p>Teacher makes comments with little to no consideration about the student's culture or family background. The teacher may say, "I can't believe that you never eat ham, that's odd."</p> <p>Teacher provides students with minimal opportunities for choice among centers/work stations and/or activities to reflect developmental strengths and/or challenges.</p>	<p>Classroom materials represent the dominant culture of the classroom/school with little representation of other cultures and ethnicities. Most materials portray Caucasian people, with limited examples of other cultures and ethnicities evident.</p> <p>Teacher comments on the experiences of some students with interest and does not validate other students' experiences to the same extent. One student may share a family tradition and the teacher asks questions and engages the student in conversation. Another student may share a different tradition and the teacher briefly responds with, "That's nice!"</p> <p>Teacher provides some opportunities for student choice as part of centers/work stations and/or other instructional activities appropriate for their individual developmental range.</p>	<p>Lesson materials and other classroom artifacts reflect the racial, cultural and ethnic composition of the class, school, and community.</p> <p>Teacher comments on experiences, culture and differences between students by asking questions and encouraging elaboration. The teacher equitably responds to students varied experiences.</p> <p>Teacher regularly provides students the opportunity to choose centers/work stations. Activities include tasks and materials that allow students to be successful within their developmental range. For example, an art station has thick and thin crayons and pencils. Scissors with varied grips are available.</p>	<p>Teacher creates learning opportunities for students to explore, create and engage in activities that represent a broad range of races, cultures, diverse family structures and ethnicities including those not currently represented in the school or community.</p> <p>Teacher encourages students to ask questions and engage in conversation with their classmates to learn more about family traditions and cultures. The teacher may overhear two students talking about gifts received for Hanukkah as different from gifts received on Christmas.</p> <p>Teacher provides materials within centers/work stations and/or other activities using student input to foster greater opportunities for student choice. A student may remind the teacher that he or a classmate needs left-handed scissors.</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>Teacher does not intervene or re-direct when students are ridiculed by their peers for sharing ideas and emotions. Students' feelings are often invalidated.</p> <p>Students are withdrawn and are not actively involved in the lesson or play activities.</p>	<p>Teacher inconsistently encourages students to share novel ideas or express emotions.</p> <p>Some students are actively involved in lessons and play.</p>	<p>Teacher promotes an environment that empowers students to share a wide range of ideas and reflect on the ideas of others. Students feel comfortable expressing their emotions and are understanding of one another's emotional needs.</p> <p>Most students are participating in the lesson or play activity. The teacher recognizes when a student is withdrawn and makes efforts to engage the student in the learning or play activity.</p>	<p>Teacher establishes an environment where students feel comfortable challenging one another's ideas as well as the teachers' thoughts in a respectful manner. One student may say, "I'm not sure I agree with your answer. This is what I think!"</p> <p>All students actively participate in the lesson or play activity. Students and the teacher recognize when someone is not involved. Peers and the teacher make active efforts to include all students.</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			
	<p>Relevant and rigorous learning centers and materials are not evident in the classroom.</p> <p>Teacher provides no options for alternate activities and choice within learning activities.</p> <p>Learning experiences do not have a clear purpose and/or do not challenge students.</p>	<p>The teacher invites certain students to try new materials or center activities. Students with academic or emotional challenges are excluded from attempting new learning activities.</p> <p>Teacher encourages some students to make choices in their learning opportunities but does not encourage others.</p> <p>Learning experiences are academically challenging for some students but are too hard or too easy for other students and no modifications are made.</p>	<p>Teacher establishes an environment where students feel comfortable and secure and demonstrate that they are willing to persist in trying out new ideas and activities. Students attempt to play a game that is new to them. Students eagerly enter a new learning center and engage in the activity.</p> <p>Teacher provides students with opportunities to make choices throughout the day when academically appropriate, e.g., choice in center rotation, order of activities, and/or peers to work with for a specific task.</p> <p>Learning experiences are planned using learning standards (CT ELDS and CT Core Standards as applicable) and students are engaged and interested. Learning experiences are academically appropriate for students, challenging some students while modifications are made for others.</p>	<p>Students independently seek out and take risks with new materials and activities that challenge their intellectual or emotional abilities. Classmates encourage and support one another through these challenging activities and materials.</p> <p>Teacher provides opportunities for students to take developmentally appropriate leadership roles in their learning, making choices and contributing to learning selections.</p> <p>Teacher plans learning experiences with a clear purpose or skill using learning standards (ELDS and CT Core Standards as applicable) as well as student interests. Student feedback is prompted and encouraged and is integrated throughout lesson development. Learning experiences are differentiated to accommodate all students' abilities.</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.
	Teacher provides no in-depth exploration of units and makes minimal effort for students to make connections across the content areas. Only foundational skills are taught.	Students are rarely given the opportunity to explore a topic in depth. The teacher provides minimal opportunities for students to make connections across content areas.	Teacher provides adequate opportunities for students to explore new concepts, and topics within a given unit. There is evidence of students making connections across content areas.	Teacher provides multidomain units of study on a regular basis. Students are provided time to actively engage in learning experiences within each unit and explore them in great depth, e.g., student generated interest in a topic will extend the length of the unit as the class researches further.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
	SAMPLE EVIDENCE			
	<p>Classroom rules are not established or posted and/or communicated to students.</p> <p>Teacher does not appear aware of and does not respond to challenging, unpredictable or unusual behaviors.</p>	<p>Teacher displays and verbally states classroom rules and/or procedures. Rules and expectations are generated by the teacher.</p> <p>Teacher is aware of challenging, unpredictable or unusual behavior and inconsistently reinforces the classroom rules and/or responds to the behavior. Teacher ignores students calling out while enforcing the rule other times.</p>	<p>Classroom rules are displayed with evidence of student input.</p> <p>Teacher often intervenes or prevents challenging, unpredictable or unusual behaviors from occurring through careful observation and modifications made to fit the students' needs. During activity time teacher circulates around the room. Classroom rules and procedures are referenced and used frequently.</p>	<p>Teacher has created a high standard for behavior with students able to reference and acknowledge classroom rules and appropriate classroom behavior.</p> <p>Minimal behavioral disruptions occur due to the frequent references to the classroom rules and procedures. The teacher seamlessly intervenes and maintains appropriate classroom standards with minimal loss of instructional time.</p>

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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>There is minimal evidence that students in the classroom are socially competent and socially aware of each other. Students do not recognize when they have made an error and are not aware of their implications on their peers.</p> <p>Teacher has not established a classroom behavior management system, resulting in disrespectful behaviors and interactions.</p>	<p>Teacher inconsistently fosters an environment where students recognize their faults and communicate their feelings and actions to the teacher or a classmate. Students rely heavily on the teacher for strategies to problem-solve.</p> <p>Teacher inconsistently applies an established classroom behavior management system, which may address student behavior as a whole but not individually or vice versa.</p>	<p>Teacher provides reminders and offers input when students are in need of conflict resolution. One student cuts another in line; the teacher interjects and reminds the two students of the skills and strategies they have learned to problem-solve.</p> <p>Teacher establishes a classroom behavior management system that students work toward independently and as a whole.</p>	<p>Students take ownership of their actions and solve problems independently. Students will apologize for taking a toy and return it without teacher input.</p> <p>Teacher has an established classroom behavior management system, which promotes students to independently take responsibility for their actions.</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>
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			
	<p>Transitions are lengthy or result in the loss of instruction time.</p> <p>Students do not seem to know what is expected of them. The teacher asks the students to go to the drama center and the students look around unsure about where to go. A visual daily schedule is not posted.</p> <p>Teacher does not have materials prepared and/or accessible to students.</p> <p>The classroom environment is disorganized and does not allow for students to explore independently. Necessary materials are stored out of the reach of children.</p>	<p>Transitions and routines are inconsistent. Some are accomplished quickly and quietly, while others are lengthy and disorganized.</p> <p>Routines are inconsistent. The visual schedule is posted but during transitions some students are unaware of where to go and/or unaware of the expectations for their activity.</p> <p>Teacher prepares materials, but they are not consistently readily accessible.</p> <p>The classroom environment is organized but may not contain enough supplies for students to explore independently. The teacher did not plan for the additional member in a group and did not have enough supplies for all students.</p>	<p>Teacher minimizes both the frequency and length of transition. Manipulatives are passed out before the learning task is taught to maximize instructional time.</p> <p>The classroom schedule has developmentally appropriate visual and/or language cues to alert and prepare students for changes in the daily schedule. The schedule is viewed and referenced often. Expectations for success are clearly articulated.</p> <p>Teacher prepares materials and has them readily accessible during learning experiences.</p> <p>The classroom environment is organized and contains enough supplies for students to navigate independently.</p>	<p>Transitions are used to enhance learning experiences, e.g., doing math facts while getting coats, rhyming words while waiting to wash hands, and counting by 2s while lining up for lunch.</p> <p>Students are aware of schedules and routines and may assist with the transitioning signal. One student may say aloud, "Is it almost time for the cleanup song?"</p> <p>Teacher's prepared materials are readily accessible to students. The students know how to use them with ease. Students assist with the preparation and cleanup of the materials.</p> <p>The classroom environment is organized and promotes independent exploration. The classroom environment is full of rich examples that could provide students with prompts to promote independence and creativity within their own work.</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 plans lessons that may be tied to specific topics or themes with little or no connection to learning standards. The topic of a math activity involves 1-to-1 correspondence, but the teacher only expects the students to rote count.	Teacher can articulate the goal of the lesson with a reference to standards. Lesson outcomes consist of understanding the difference between 1-to-1 correspondence and rote counting.	Teacher can articulate what students should know and be able to do because of the lesson and how it relates to CT standards. At least one learning outcome is for students to demonstrate 1-to-1 correspondence using actions and words.	Teacher plans lessons making clear connections to CT standards with attention to frequent misconceptions. Some groups of students develop a concept web that links previous learning goals to current learning goals. Students may identify what else they want to learn with a "KWL" chart.

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>	<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>Teacher's plan does not demonstrate evidence of differentiation for individuals or small groups. The sequence of lesson content has no logical progression.</p> <p>Teacher's plan does not demonstrate clarity of purpose for the lesson.</p>	<p>Teacher's plan includes learning experiences that demonstrate evidence of differentiation for small groups but not individuals. The teacher can articulate a rationale for the sequence of lesson content that may be inaccurate or incomplete. Students typically demonstrate or gain experience with targeted skills at some point during the activity.</p> <p>Teacher's plan does not incorporate prior experiences and various skill levels, which may lead to sporadic student engagement.</p>	<p>Teacher demonstrates knowledge of students' developmental levels and plans learning experiences to move them forward in a developmental progression. When planning a learning experience with scissors, the teacher realizes that a child does not yet have the strength and dexterity to use scissors, and provides activities like manipulating Play-Doh to support development of this skill.</p> <p>Teacher plans supports for students at various levels of cognitive development. A Kindergarten teacher plans for students with various writing abilities: some to scribble, to draw a representational picture and to write words.</p>	<p>Teacher integrates ideas and content from multiple domains and disciplines through themes, projects, play opportunities and other learning opportunities for students to develop understanding of concepts and make connections across disciplines. The teacher discusses and demonstrates math patterns while connecting the pattern/beat to a familiar song.</p> <p>Teacher's plan integrates literacy and language development through intentional teaching of vocabulary in context. The teacher integrates language and literacy experiences into learning centers and stations, e.g., shopping lists in dramatic play, puppets for story retelling, signs for building in the block center, and small group book club discussions.</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's plan is the same for all students without individualization or modifications. Despite the number of English learner (EL) students in the classroom, lesson objectives, activities and instructional strategies are the same for all students.</p> <p>Teacher follows a planned curriculum with little to no understanding of the purpose of the learning experiences.</p>	<p>Teacher plans for differing needs of some students and may plan different experiences to meet their needs using some sources of student information. EL students are paired with English-speaking peers for lesson activities.</p> <p>Teacher articulates students' prior knowledge to plan learning experiences with teaching strategies that address the whole group.</p>	<p>Teacher identifies purposeful modifications and accommodations that are designed for individual students based on several sources of student behavioral/academic assessment data. EL students may be paired with peers based on interests, skill levels and/or social/emotional characteristics to facilitate and advance learning.</p> <p>Teacher uses knowledge of individual/developmental needs of students to plan strategies, instruction, accommodations/modifications to create an IEP, 504 plan, BIP etc., as necessary.</p> <p>Teacher incorporates prior knowledge of students into lesson design with specific expectations and measures of success for individuals and/or groups.</p>	<p>Teacher plans experiences to help all children achieve important developmental, social and academic learning goals drawing on knowledge of content, interests, cultural and social contexts. The teacher values students' input and uses it to shape the curriculum as appropriate.</p> <p>Teacher plans to provide multiple activity options to address prior knowledge and developmental levels; students will self-select activities that best meet their approach to learning.</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 challenge⁷ for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher uses worksheets that allow for fill in the blank responses with no opportunity for students to demonstrate learning or creative thinking.	Teacher uses questions that are predominantly closed-ended. The teacher rarely follows up a student's response or does so with a response that does not invite additional thinking or promote deeper understanding.	Teacher's plan integrates literacy and language development through intentional teaching of vocabulary in context and planning language and literacy experiences integrated into learning centers and stations, e.g., shopping lists in dramatic play, puppets for story retelling, signs for building in the block center, small group book club discussions.	Teacher plans for purposeful involvement of students to discuss the skills or knowledge they are gaining (although this will vary over age ranges and with the type of learning experience).The teacher plans for students' involvement in a learning experience and/or work product to appear somewhat different from his or her peers through self-selection. Children are engaged in conversations throughout the day, using new vocabulary across contexts.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Strategies, tasks and questions cognitively engage students</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.</p>	<p>Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p>
SAMPLE EVIDENCE				
	<p>Teacher plans questions that are self-generated and illicit yes or no responses with little to no opportunity for inferential/critical thinking.</p>	<p>Teacher plans questions that are self-generated and limit student responses to primarily recall with minimal opportunity for inferential/critical thinking.</p>	<p>Teacher plans strategies, tasks and questions to facilitate learning experiences. As the teacher introduces a new book, she plans to illicit student predictions based on book cover, illustrations, prior knowledge and experiences. Students are asked to pose questions about the story based on their predictions. The teacher plans to prompt students to use concrete materials to solve a mathematical problem and to explain their thinking. The teacher plans prompting questions to facilitate focused observations of the caterpillar/butterfly life cycle.</p>	<p>Teacher plans strategies, tasks and questions to allow for student design of learning experiences. Students generate a research question or community-based question as an option for exploration of the migration of butterflies.</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 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>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>The room arrangement limits students from interacting with peers. Student desks are separated and arranged in rows.</p>	<p>Students may be seated at individual desks organized into groups. Most learning experiences are planned for individuals to complete and minimally engage in collaborative thinking and actions of others.</p>	<p>Teacher plans flexible groups by carefully selecting members to complement student interest, skill level, learning style and social factors. The teacher may pair a shy student with a more outgoing student to stimulate conversation about a math problem and discuss their thinking; pair students who are reading at the same level to read and discuss a common text; allow students to choose from a planned menu of activities to build gross motor skills based upon their interests, i.e., an obstacle course, structured game or playground equipment.</p>	<p>Teacher plans flexible groups with opportunity for student input as appropriate.</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>
Instructional resources and flexible groupings support cognitive engagement and new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
	Teacher provides few resources to support a variety of learning styles.	Teacher's choice of resources for classroom use provides little opportunity for student thinking about the content. The teacher may direct students to a display of books related to lesson/unit topic.	Teacher plans for developmentally appropriate instructional resources to support learning. The resources are rotated based on student interest, topic of study, knowledge of child development, and student needs. A dramatic play center may be transformed into a zoo during the study of living things; a sensory table may contain leaves in the fall to sort by shape and color; snow in the winter to explore liquids and solids and temperature. New blocks are added to the block center as new shapes are introduced. Books on various reading levels are available on topics of interest to students.	Teacher plans for students to have opportunities to self-select and/or design tools and resources to maximize engagement with the learning experience. While planning for a courtyard garden, some students use tools for measuring space, others draw proposed plantings, while others create advertisements to sell their harvest.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher asks closed-ended questions that are not aligned to learning goals. The teacher asks, "What color are your blocks?" during a sorting experience, and provides subjective feedback, "I like your building." The teacher may ask, "Who do you see in the picture," when the lesson is meant to focus on character emotions or traits.	Teacher plans experiences and questions that have some correlation to the learning outcomes. The teacher may plan to ask students to read the pattern but not to explain their thinking. The teacher may plan to ask students what they think the character in the story is feeling or to draw how they are feeling, but not to explain why. The teacher may plan to ask students to tell about what they built in the block center but not encourage them to reflect on how they placed the blocks to make a window. The teacher may plan to ask children to write an answer to an addition fact but not illustrate their thinking.	Teacher plans what he or she is looking for as evidence of progress toward the learning goal. The teacher collects anecdotal information about children in the dramatic play area. Are students using objects in a concrete manner (a phone is a phone)? Are students using objects in a symbolic manner (a banana is a phone)? After a study of Monet, the teacher outlines specific criteria to assess students' expression of the artist.	Teacher plans to ask questions and to use pictures, work samples, and photographs to support students' self-reflection and evaluation of their learning goals. The teacher may ask, "How does your picture explain 2 + 3 = 5?" The teacher plans to use a picture of a previously built structure to ask students to describe what they did differently to make their tower so tall this time. The teacher plans to ask children to compare the traits or emotions of characters in two different stories.
	Teacher cannot articulate criteria for success and has little to no understanding of the intended learning outcomes. There is no plan for students to monitor their own progress.	Teacher can articulate criteria for success, but the criteria may lack depth of understanding of the intended outcomes. Students may be given the opportunity to rate their finished work product on a scale of 1-5.	Teacher clearly articulates and charts the criteria for success for continued reference. Students are given a rubric to self-assess their progress at various intervals within the duration of the learning experience.	Teacher and students together determine the criteria for success for the learning experience. Students are provided with a reflection journal to write responses to questions developed together specifically tied to the established criteria.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<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 does not plan for students to provide evidence of learning aligned to outcomes. For a sorting experience, students tell about color rather than their sorting strategies; students respond to questions about the story sequence rather than character traits or feelings; students tell what they made with blocks but do not explain how they used the blocks to create various parts of the castle.	Teacher plans for students to be engaged in the learning experiences and discuss what they completed or concluded. One student says, "I made a pattern... red, blue, red, blue!" Another student says, "I made a tall tower with blocks!" Another says, "Two plus three equals five!" Students are not asked to provide explanation of their thinking or understanding.	Teacher designs developmentally appropriate learning experiences that engage students in active learning aligned to intended instructional outcomes. In Pre-K, students develop vocabulary during sensory experiences with shaving cream, water, finger paint, sand paper letters, etc., by engaging in conversation with a supervising adult and peers. Kindergarten students learn geometry concepts through building in the block area and drawing/writing about their understanding. In first or second grade, students role-play a scene from a story depicting traits and emotions they have associated with specific characters.	Teacher plans for students to evaluate their own learning as part of a developmentally appropriate learning experience. Students are asked to show or explain why they used little blocks on the bottom of their tower last time but used larger blocks as the base this time. Students are asked to act out the equation $17 + 5 = 22$. Together the group determines the "script" while others provide feedback on "accuracy" of the performance.

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 expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher does not explain to the students what they are going to do or make connections to previous learning and/or standards.</p> <p>Student-to-student interaction regarding the learning task is not evident. Students are unclear about the purpose of the learning experience.</p> <p>For significant portions of the day, the classroom may be silent with students working alone on isolated tasks and/or practicing rote skills.</p>	<p>Teacher explains the learning experience and provides its general purpose to the students, what they are going to do and a general reason for why they are doing it. Students look to the teacher, who poses all questions. There is limited student-to-student interaction.</p> <p>Student-to-student interaction relative to the learning experience is limited and mostly teacher prompted. Students are able to engage in the learning experience but ask numerous clarifying questions.</p> <p>The classroom conversation is focused on the learning experience but completely directed by the teacher.</p>	<p>Teacher explains to the students what they are going to do, why they are doing it and connects it to standards in a developmentally appropriate manner. Students engage in discourse regarding the topic.</p> <p>Student-to-student interaction relative to the learning experience is consistent and evident. The teacher may prompt to connect new learning to previous learning.</p> <p>The classroom conversation is focused on the learning experience with minimal guidance by the teacher. The teacher is facilitating conversations among students.</p>	<p>Teacher explains to the students what they are going to do, why they are doing it and connects it to standards in a developmentally appropriate manner. In addition, the teacher connects the lesson across the curriculum. Students engage in dialogue regarding the learning task and pose questions to deepen the conversation.</p> <p>Student-to-student interaction relative to the learning experience is evident and students work together to remain focused on the learning task.</p> <p>The classroom conversation is focused on the learning experience and is led by one or more students facilitating the conversation.</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>
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 expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
	<p>Students are not able to explain what they are doing.</p> <p>Students do not seek out learning materials or use materials with purpose.</p> <p>The teacher presents information to students with little means of developing student understanding. The teacher says, "This is a butterfly and this is a chrysalis."</p>	<p>Students are able to explain what they are doing but not why they are doing it.</p> <p>Students need regular guidance to purposefully engage with materials.</p> <p>The teacher's presentation is the main source of information to develop student understanding. The teacher says, "This is a butterfly and this is a chrysalis. Let's look at this poster of how a butterfly develops."</p>	<p>Students are able to explain what they are doing and why they are doing it.</p> <p>Students engage with materials purposefully with the teacher providing access to the materials.</p> <p>Students develop understanding of the lesson by actively engaging with available materials and one another with teacher guidance. A butterfly farm, books about butterflies and magnifying glasses are available and accessible to students in the science center.</p>	<p>There is an underlying hum of noise—productive conversation among students and the teacher related to the learning experience. Adult voices interlace with students' voices. Adult voices do not dominate the classroom.</p> <p>Students know where to get materials and use the materials with purpose. Students are able to use classroom materials in novel and productive ways to advance or demonstrate their understanding and/or answer their questions.</p> <p>Students demonstrate curiosity and work together to gain deeper understanding of the learning experience. The teacher provides minimal guidance. Students gather in the science center to view the butterfly farm and discuss what they are observing. Students make predictions about what will happen next based on their previous learning about life cycles.</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>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher presents the concept of place value and consistently misidentifies a group of 10 as “one” for the entire lesson.</p> <p>Teacher consistently models accuracy errors when reading a text aloud to the students. The teacher consistently reads the word “the” for the word “a” while reading a story aloud.</p>	<p>Teacher presents the concept of place value and occasionally misidentifies a group of 10 as “one.”</p> <p>Teacher models accuracy errors when reading a text aloud to students. Students engage in a shared reading opportunity and make the same errors along with their teacher.</p>	<p>Teacher presents the concept of place value and accurately illustrates the difference between one group of 10 and one “1” using manipulatives accurately throughout the entire lesson.</p> <p>Teacher models reading a text aloud to the students. The teacher reads accurately with attention to fluency and expression. The teacher may wonder aloud when he or she comes to what may be an unfamiliar word for the students. Students model this behavior in a shared reading opportunity with the teacher as well as during small group and independent reading time.</p>	<p>Teacher expects students to demonstrate the concept of place value in partners using developmentally appropriate materials, such as counting sticks, Unifix Cubes, straws and student drawings.</p> <p>Teacher provides students with opportunities to lead a shared reading experience to demonstrate learned reading behaviors and engage students in interacting with the text.</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>
Content progression and level of challenge	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.
<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 presents learning experiences that lack focus and intentionality to the standards. Behavioral issues may be evident due to lesson content inappropriate for student knowledge or skill level.	Teacher presents learning experiences that have limited focus and that minimally align to the standards. Students may demonstrate or gain experience with targeted skills at some point during the learning experience.	Teacher presents learning experiences that are focused, aligned to the standards, and incorporate at least two developmental domains. The teacher allows students to explore geometrical figures such as cube, rectangular prism, sphere etc., as part of a math unit. Students are then given the opportunity to create a shape of choice using a variety of materials such as paper, toothpicks or clay and report out orally, in writing or drawing where their specific shape can be found in their school/home community.	All student play and work is focused, aligned to the standards and connects learning across multiple content and developmental domains. A unit about the local community may connect social studies, music and reading and/or science, math and writing.

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.
<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 does not integrate literacy instruction across content areas and provides no instruction to specifically address oral language and vocabulary development. The teacher uses tier one vocabulary, does not pre-teach or define new vocabulary for students prior to and/or during a learning experience.	Teacher demonstrates limited integration of literacy instruction across content areas and provides limited instruction specifically addressing oral language and vocabulary development. The teacher occasionally uses tier 2 vocabulary and pre-teaches and/or defines vocabulary prior to the learning experience.	Teacher integrates instruction of literacy across content areas and provides explicit instruction in oral language and vocabulary development. Teacher encourages students to make choices that support their developmental level and ability. The teacher suggests that a student use a drum while chunking out parts of words.	Teacher integrates instruction of literacy across all content areas. Students have a repertoire of strategies that support their developmental level and ability and access them independently. Without teacher prompting, the student gets a drum to assist with chunking out parts of words to determine the number of syllables.

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			
	All questions posed by the teacher are literal and/or require one-word responses. The teacher asks, "Are police officers considered community helpers?" Teacher lectures and is the only source of information.	Teacher varies questioning to include a few questions that are open-ended and uses limited wait time. The teacher uses what, why, when, where and how questions and gives students a few seconds to formulate an answer. Teacher offers some opportunities for students to answer questions. Discourse occurs only between a few students and the teacher and involves mainly the recall of information.	Teacher uses mainly open-ended questions while facilitating instruction and allows wait time. The teacher asks, "Do you think it is important to have police officers? Why?" Teacher facilitates discourse between and among the students related to the learning experience.	Teacher supports learners to persist in challenging learning tasks by asking purposeful questions and encouraging the students to pose questions themselves relative to the learning experience. Students brainstorm related questions such as, "Do all states have police officers? Do police officers have to know how to ride horses? How do you become a police officer? Why do police officers have to carry a gun?" Students independently engage in conversation related to the learning experience.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Whole-class instruction is used for the majority of the day. Learning centers may be evident, but flexible groupings are not used.	Teacher provides mainly whole-group instruction and limited small, homogeneous grouping for instruction. Opportunities for students to engage in learning centers are limited.	Teacher implements instructional strategies aligned with the developmental needs of students and provides age-appropriate, whole class and small group instruction, including developmentally appropriate learning centers addressing most developmental domains.	Teacher creates conditions for student conversation by designing tasks where students are encouraged to talk about each other's thinking. The teacher provides opportunities for age-appropriate, whole class, small group, and individual instruction, including developmentally appropriate learning centers addressing all developmental domains.

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>Students are not encouraged to make choices about use of materials. The teacher directs most student actions.</p> <p>When presented with a challenging task the student gives up easily and is not encouraged to persist.</p>	<p>Students and materials are not carefully matched for independent work times. However, the teacher matches students and materials during teacher-led small group lessons.</p> <p>Teacher may encourage and give some support to students to persist in tasks that are difficult but often allows them to move on without additional effort.</p>	<p>Teacher matches students and materials for both small group and independent work.</p> <p>Teacher prompts students to identify strategies and resources that support their learning. Students often persist in challenging activities by trying alternate strategies, referencing text/examples and asking clarifying questions.</p>	<p>Students demonstrate independence and ownership of their learning by using materials in new and innovative ways. Students offer suggestions to the teacher for centers and other activities that will drive their own learning.</p> <p>Teacher supports learners to persist in challenging learning tasks by asking purposeful questions, suggesting resources and encouraging experimentation.</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-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>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
	SAMPLE EVIDENCE			
	Teacher provides a model of the expected product and expects all student work to duplicate the model.	Teacher provides several models of the expected product and expects student work to duplicate one of the models presented.	Teacher presents students with several models of the expected product and guides students in a process of investigation. Students' products resemble original samples but include original thinking.	Teacher guides students in a process of investigation without presenting a model final product to the students. Student's end products vary in form and format.

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 uses only one source of information to identify what children have learned and does not differentiate instruction.</p> <p>Assessments are completed by pulling students out of classroom activities rather than through more authentic observation of play and learning experiences.</p>	<p>Teacher uses several assessments to understand what children have learned. This information is minimally used to differentiate instruction.</p> <p>Some assessment occurs in an authentic manner through teacher observation of play and learning experiences.</p>	<p>Teacher uses several forms of assessment (formal and informal) to gather information about student learning and uses this information to vary instruction for the students. The teacher conferences with individual students to discuss how their writing has changed over time.</p> <p>Student assessment occurs primarily in an authentic manner through teacher observation of play and learning experiences.</p>	<p>Teacher uses varied ways of assessing for student understanding and consistently uses the information to inform instruction. The teacher makes individual decisions for students based on the information gained through assessments, including artifacts gathered by the student. The teacher regularly conferences with students individually and in small groups to share writing samples and discuss how their writing has changed over time. Students self-select samples from their portfolio of work to share with the teacher.</p> <p>Teacher authentically assesses the developmental progress of each student across <i>all</i> developmental domains, uses a variety of instruments, and multiple data sources that address the program's curricular areas across the full range of students' experiences.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
	Teacher does not enter into play with students as a way to model and scaffold instruction.	Teacher occasionally enters into play with students as a way to model and scaffold instruction.	Teacher enters into play with students as a way to model and scaffold instruction but sometimes may interrupt a productive play experience.	Teacher enters into play with students as a way to model and scaffold instruction and knows when to observe and when to interrupt the play experience. The teacher can articulate a rationale for choosing not to intervene.
	Students do not demonstrate an understanding of concepts.	Students are asked to demonstrate an understanding of concepts through one common modality.	Students are asked to demonstrate an understanding of concepts through multiple modalities.	Students demonstrate an understanding of concepts through multiple modalities.

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			
	Teacher feedback is general and masked as praise. The teacher may say, "Good job!"	Teacher's feedback lacks specificity or individualization. The teacher says, "That answer isn't quite right, try again!"	Teacher engages in feedback with students and repeats or extends the student's responses. The teacher says, "I like how Michael took evidence right from the story to talk about how the main character, Jack, felt after losing the game for the team. The author described the character as walking slowly off the field with his head down. Michael used these words from the text to determine that Jack was embarrassed and disappointed."	Students apply student/teacher feedback in their own learning. While students are in centers, the teacher circulates and engages children in prolonged exchanges and dialogue. During small group reading instruction, students ask one another to defend their response/opinion about how Jack felt after losing the game by pointing out specific evidence from the text.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher is not aware of or does not employ the “cycle of intentional teaching” to use assessment information to adjust instruction. Although assessment information may be collected, it is not used to adjust instruction.	Teacher may use the “cycle of intentional teaching” to adjust instruction based on whole classroom performance.	Teacher uses the “cycle of intentional teaching” to adjust instruction for the core instruction of the class and for individual students.	Teacher actively pursues feedback from the students about their learning and enjoyment of the learning experience. Students are asked if they had fun with the lesson and give a thumbs up or thumbs down. Students are further queried about what they liked, what could have been done differently, and how else they could have participated.