

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

**Evidence Guide
Illustrative Examples of Art 3-5**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

Phone: 860-713-6868 | E-mail: sde.seed@ct.gov

Connecticut Evidence Guides

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

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The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>At the beginning of the lesson, the teacher models the use of polite language by saying please and thank you during her demonstration of a technique. She does not continue to use please or thank you during the remainder of the lesson. In one group, students are giggling as they make up names for each other (e.g., Dorky Danny or Stupid Stephanie). The teacher walks by the table and says nothing.</p> <p>Teacher does not smile once during the lesson. She shakes her head and winces as she looks at one student's work.</p>	<p>As she circulates, she interrupts two groups as they work. To one of the groups, she says, "Please pause right now so that I can show you a technique that might be helpful." To the other group, she said, "Whoa. Stop. I need to show you something." At a third table, all students in the group were saying please and thank you as they shared their materials. She noted, "Jeremy, you remembered to say 'please.'" "Good for you." She does not acknowledge the other students who had used please and thank you in their exchanges.</p> <p>Teacher smiles, nods, and gives a thumbs-up to one group as she looks at their work. She visits three other tables, looks at their work and says nothing.</p>	<p>As she demonstrates the color mixing technique, some paint splashes on the table. The teacher asks a student, "Could you please hand me a paper towel?" and says, "Thank you" when the student did so. As she circulates, she initiates her suggestions with please (e.g., "Please consider..." or "Please remember to..."). Each time she hears students using polite language with each other (there were four during the observation), the teacher consistently notes their words with positive reinforcement such as "I'm hearing courteous language at this table. Nice!"</p> <p>Teacher's voice is modulated; she smiles often. Each time she talks with a student or a group of students, she squats down to their level, looks in their eyes and acknowledges their ideas with nods of agreement or a tilt of a head and a gesture to show she is pondering their information.</p>	<p>Teacher and students use polite language at all times. Examples: Students compliment each other on their work; they offer help to their peers; they say please and thank you when seeking or receiving help, etc.</p> <p>At all tables during small group discourse, students lean in to listen to the speaker. The speaker looks at each person in the group as he or she speaks. The listeners keep their eyes on the speaker. They nod in agreement, or raise an index finger to signal the speaker to pause for a question or a counterpoint to the point just made.</p>

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	Teacher often calls on the same students even if their hands are not raised. If another student interrupts someone, teacher does not redirect.	To prompt a discussion about a work of art by Van Gogh, the teacher poses a series of questions. Out of the seven questions posed, she calls on the first who raised a hand for seven of the nine questions. For one question, she calls on a student who had not raised a hand. When a student asks, "How come you called on Sarah? She didn't raise her hand," the teacher answers, "I'm trying a new strategy." Four of the students are interrupted by their peers as they answer the teacher's question. The teacher tells one of the "interrupters" to wait his turn, but says nothing to the other three students who had interrupted.	Teacher draws cards randomly from a set of student name cards, and thus consistently calls on a variety of students even if their hands are not raised. When another student interrupts a peer, the teacher politely asks the person to wait her turn.	Students take turns speaking during discourse. They wait until a speaker is finished before they enter into the conversation. At one table, a student says to a peer, "Wait a minute, we haven't heard from Jessie yet."

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	Teacher asks, "What is a fish doing in the sky?" When the student starts to tell the teacher about his interest in fishing, the teacher says, "I hate fishing. It's so boring."	Teacher circulates among tables, asking one or two students at each table about their symbols. Teacher announces to the class, "Some of you are incorporating some interesting symbols into your work."	Teacher circulates among tables, asking each student about their symbols. Teacher says to one student, "I see you've incorporated a fish into your sky as your symbol. Tell me a little bit about why you've chosen a symbol of a fish." The student tells the teacher about fishing with his dad and how the fish sometimes jump so high they seem to fly. The teacher says, "I'll bet you look forward to those special times with your dad. Please continue incorporating in your art."	At one table, students are looking at a photo of a scene from India. They ask the student who brought in the photo to "tell about the way people live over there." His peers continue to ask questions of the student as he tells them about life in India. Students begin sharing their family cultures and traditions for the next art project.

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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>There are only two posters in the room, both of which are portraits of famous Americans.</p> <p>As students are working, one student calls out to a girl at the next table, "Don't you ever take that scarf off your head? It's ugly." The teacher says nothing about the comment.</p>	<p>On the bulletin board are pinned posters of portraits of famous men and women in history. All but one are of Europeans or Americans. One poster is of Wanli, 14th emperor of the Ming dynasty. A library and/or access to a computer allow students access to other artworks.</p> <p>Students were asked to bring in images (e.g., photos, pictures from magazines) of scenes or landscapes that they would like to use for a sketching assignment. Three of the students, who are ELL, have brought in pictures of their native lands (Brazil, Lebanon, and India). She calls on the class to hold up their pictures so "everyone can see everyone else's picture." Teacher says, "Eduardo that is a beautiful picture of Brazil!" She did not say anything about the pictures of Lebanon or India. Students do not discuss their pictures with each other.</p>	<p>Posters around the room show art from different cultures and stylistic periods. A library and/or access to a computer allow students access to a wide range of diverse artworks for student use.</p> <p>Teacher says, "Last week we saw some of the images that were hidden in some of Van Gogh's painting. Today you are going to incorporate a bit of hidden imagery—a symbol that represents something that is important or valuable to you." Before you start your work, talk for three minutes at your tables to brainstorm ideas for the symbol you will choose." Teacher stops at groups and says, "Eduardo, Mariam and Dev can you think of something special from your countries that might be a good symbol?"</p>	<p>Teacher permits students to present their visual representation from their own culture or ancestry. Posters around the room show art from different cultures and stylistic periods. A library and/or access to a computer allow students access to a wide range of diverse artworks for student use.</p> <p>Teacher says, "Sometimes it's challenging to come up with a symbol. Before you start your work, talk for three minutes at your table to interview each other about your interests, the people you care about—what matters to you. Then help each other brainstorm ideas for the symbols you will use." Students work in groups, asking each other questions about interests, the people/things they care about, etc.</p>

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	Teacher provides students with a symbol to incorporate into their paintings as a hidden image.	Teacher provides a list of five different symbols that students can use in their paintings. Teacher explains the meaning of each symbol and allows students to choose the one that means the most to them. One student asks, "Can we make up a symbol if none of these work for us?" The teacher says, "Not for this assignment."	Teacher says, "Sometimes it's challenging to come up with a symbol. Before you start your work, talk for three minutes at your table to brainstorm ideas for the symbols you will use." Students work in groups, asking each other questions about their interests, the people/things they care about, etc. At one table, a student from Lebanon is describing the ways in which his life differed from the way he lives in the U.S. At another table, the boy from Brazil is talking about the importance of soccer. The other students at both tables are leaning in and asking questions about life in these other countries.	Teacher says, "Last week we saw some of the images that were hidden in some of Van Gogh's paintings. Today you are going to incorporate into your artwork a bit of hidden imagery—a symbol that represents something that is important or valuable to you." Teacher provides a menu of options that offers students choices about the medium/style they can work in.

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Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>When one student answers a question incorrectly, the other students laugh and say, "That's lame." The teacher does not respond.</p> <p>The teacher asks, "How do you know this is a landscape and not a scene?" Students do not respond. Teacher says, "I'm going to wait until one student gives the right answer."</p>	<p>When one student answers a question incorrectly, the other students laugh and the teacher says, "It's OK. We all make mistakes sometimes." The teacher moves on with the lesson.</p> <p>The teacher asks, "How do you know this is a landscape and not a scene?" The same four students who have answered all the other questions raise their hands.</p>	<p>When one student answers incorrectly, the teacher says, "Well, let's think about that for a minute. I can see why you would say that, but is there another way that we could interpret the artwork?"</p> <p>The teacher asks, "How do you know this is a landscape and not a scene?" Fourteen of the 18 students raise their hands to participate.</p>	<p>When one student answers incorrectly, another student says, "Sam, I think that the painting is an example of a landscape and not a scene. I can see why you said that, but a scene is when people are participating in an activity." The other student responds, "Thanks for the clarification."</p> <p>Student says, "I don't think there's a difference between a landscape and a scene. They both have horizon lines." Another student points out the examples and explains, "A scene is where there are people participating in an activity. This is a scene. Look, there are people in it. This would be a landscape if there were no people playing croquet on the field."</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher says, "This is going to be hard. Just try your best."</p> <p>Teacher says, "Great job. You got your work done."</p> <p>Students do not reflect on their work and take their work home when their project is complete.</p>	<p>Teacher says to class, "Some of you may find this challenging and may need help. Just raise your hand and I'll come over."</p> <p>Teacher says, "Some of you may grow up to be artists. It's important that you improve this technique because it's a critical, important skill that most artists use."</p> <p>At the end of the lesson, teacher says, "Put this work in your portfolios. I'll collect your portfolios. At the end of the year, I'll hand back your portfolio and you'll be able to see how you've improved."</p>	<p>Teacher says, "You can do this. We worked together in our sketchbook to figure this out before. Let's work together. What is the first step?" Student says, "First we draw the horizon line."</p> <p>Teacher says, "We're all artists. We need to continue practicing these techniques to become better at them. If you apply these techniques, your art work will be more successful. Remember, art is everywhere. It's a form of communication. The better your art work, the better your audience will understand what you are trying to say."</p> <p>Teacher says, "Take out your portfolios. Pull out a piece of work that you did at the beginning of the year and compare it to the work that you just completed. Think about the techniques I've taught you [points to the posted list of techniques] so far this year. What improvements have you made?" She then directs students to write a reflection about their improvements.</p>	<p>Student says, "I remember I had a problem drawing my parallel lines before. I think I'll use a ruler this time."</p> <p>As students are working, they are talking about how the technique they are practicing is used in careers. One student says, "My dad is an architect. I see him doing this all the time." Another student says, "My dad is a carpenter and I saw him draw an example of the cabinets he was going to install."</p> <p>Students automatically get out their portfolios and take out a piece of work from an earlier time and begin examining the finished product in comparison to their portfolio work. A student looks at the list of techniques the teacher has taught so far this year. Student says, "I've gotten really good at cross-hatching, but I still am not so good at stippling. I'm going to set stippling as my goal for improvement."</p>

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	<p>Students are talking while another student is responding to the teacher's question. Teacher does not address students' behavior and allows them to keep talking.</p> <p>Students from one of the six tables are talking while the teacher is reviewing the expectations of the project. The teacher does not address them, and students continue talking for the next 10 minutes.</p>	<p>Students are talking while another student is responding to the teacher's question. Teacher says, "Remember we are not supposed to talk while a classmate is sharing."</p> <p>Teacher says, "We need to remember to raise our hands to ask questions about the painting <i>Nighthawks</i> by Edward Hopper." Students call out answers, and teacher acknowledges their responses.</p>	<p>Students are quiet during group discussion. Students are expected to raise their hands to share thoughts or ideas. Students are expected to be respectful to each other. Teacher re-directs students if they are not following expectations. Teacher says, "Remember when we are having a group discussion we need to be respectful to each other and wait our turn."</p> <p>Teacher says, "I can see everyone is ready to learn about Edward Hopper." Students are sitting quietly on the carpet and their attention is on the exemplar posted on the board.</p>	<p>Students can share with another student the expectations of how to behave during group discussion, without prompt from the teacher. Student respectfully says, "Remember we need to raise our hand without calling out." Student complies with peer's request. Student says, "She wants you to say please." Student then requests materials with "please."</p> <p>Student holds two fingers up—a quiet sign—as a reminder to quiet down. Group observes student's cue, stops talking and begins to listen to the teacher.</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	Students are calling out and teacher ignores them and just shakes head.	Teacher says to a student, "Please remember to raise your hand and don't call out." Another student calls out and teacher does not address the behavior and answers the question.	Teacher says, "I am noticing a few students are calling out for assistance while we are working on our projects." Teacher solicits assistance from a student. "Can anyone share with us what no. 1 says on our Good Choices for the art room?" Students raise their hands to share. Teacher selects a student and student says, "Raise your hand without calling out." Teacher asks, "Can anyone tell me why?" Student says (after being selected), "When we raise our hands we are being respectful to our friends and you."	After group discussion about Edward Hopper's <i>Nighthawks</i> and reviews of the expectations of the project, students get their materials for their tables and begin working on their project.

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>During a group discussion about what they see in the painting <i>Nighthawks</i> by Edward Hopper, one student says to another, "You're wrong! I don't see that." Teacher does not respond.</p> <p>Half of class did not get materials for their project. Teacher says, "You all owe me five minutes of your recess time for not getting your materials."</p>	<p>Teacher does not provide positive examples of what students should say to each other when they disagree. Teacher says, "Don't say that is dumb when someone says something you don't like. You should know better than that."</p> <p>Teacher praises one student for coming in quietly but does not acknowledge when another student comes in just as quietly.</p>	<p>Teacher introduces appropriate ways to communicate with each other while participating in group discussion. Teacher says, "If you have a different opinion on a peer's response, you wait until your peer has finished sharing their thought and begin your sentence with, 'I have a different opinion.'" A teacher says, "If you agree with a peer, give thumbs up." Teacher demonstrates with a student how it would look. Teacher says, "We are now going to practice how we are respectful to each other as we review Edward Hopper."</p> <p>Teacher says, "Thank you for coming in quietly and finding a place to sit quickly." Teacher says, "Thank you for not interrupting us; your respect is appreciated."</p>	<p>Students use appropriate ways to communicate with each other while participating in group discussion. Students monitor each other to make sure the other students use appropriate communication during group discussion.</p> <p>Student reminds another student to get a pencil, Sharpie, and an eraser for their project. Student says, "Thank you for reminding me."</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher signals for students to move to their tables. This takes approximately 45 seconds. Teacher distributes all materials. Everyone is working by six minutes.	Teacher signals for students to move to their tables. This takes approximately 45 seconds. Students argue over roles at the table. Materials are laid out and everyone is working within two minutes.	Teacher signals for students to move to their tables. This takes approximately 45 seconds. Students have pre-established roles at the table. Materials are laid out and everyone is working by 1.5 minutes.	Without prompting, students gather supplies and begin working. Students remind each other of the process as they work and remain on task until the end of class.
	Teacher says, "It is time to clean up your paint supplies." Students begin to argue over who will perform each task (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).	Teacher says, "It is time to clean up your paint supplies." Teacher has to remind students of their roles (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).	Teacher says, "It is time to clean up your paint supplies." Each student at table of four performs various clean up tasks. (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).	Students are mindful of time and anticipate clean up time on their own. Each student at table of four performs various clean up tasks. (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).
Teacher receives a telephone call indicating a change to the lunch schedule. Teacher does not share information with students. Teacher becomes flustered and announces to students, "Cafeteria staff has ruined our schedule again. Find something to do."	Teacher receives a telephone call indicating a change to the lunch schedule. Teacher says, "I would like everyone to choose a book from the in-class art library and enjoy some quiet reading time until it is time to go to the cafeteria." Students are wondering why they are reading instead of working on their painting project.	Teacher receives a telephone call indicating a change to the lunch schedule and announces to students, "Since there is a change in our lunch schedule, I would like everyone to choose a book from the in-class art library and enjoy some quiet reading time until it is time to go to the cafeteria. You may share with a friend as long as you do so quietly. Any questions?"	Teacher receives a telephone call indicating a change to the lunch schedule and announces to students, "Since there is a change in our lunch schedule, you may choose whether to spend a little time working on your projects or, if you prefer, you may choose a book from the in-class art library and spend time reading until it's time for lunch. Any questions?"	

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.
<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 lists <i>all</i> of the visual arts standards in the lesson plan (i.e., does not identify art standards specific to lesson).</p> <p>Lesson objective is to complete a color wheel planning sheet based on the teacher’s model.</p>	<p>Some of the visual arts standards listed in the plan support the content of the lesson, but others standards listed are not addressed in the lesson content.</p> <p>Lesson objective is to complete a color wheel planning sheet based on the teacher’s model. Teacher selects and assigns emotions to colors. Students will follow teacher’s step-by-step instruction to create their artwork.</p>	<p>Teacher has identified the specific visual arts standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards.</p> <p>Lesson objective is to create a color wheel using teacher’s model. Students will select and assign emotions to colors. Students will apply knowledge to create an expressive piece that conveys a particular emotion.</p>	<p>The teacher has selected the visual arts standards for the lesson content based on the students’ needs; all lesson activities and planned assessments are aligned to the specific standards.</p> <p>Lesson objective is to create a color wheel based on the teacher’s model. Students select and assign emotions to colors based on personal experience and knowledge. Students will apply knowledge to create an expressive piece that conveys chosen emotion. Students can choose to explain their connection between color and emotions via poetry, essay, critique, technology, etc.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher plans for students to view Van Gogh’s <i>Café Terrace at Night</i>. Teacher will identify and describe the image for students. Students will list the subject matter and colors in the Van Gogh work.</p> <p>Lesson plan falls in a series of lessons on color theory. Teacher plans for students to create a portrait of a generic person based on teacher direction; (i.e., Lesson plan states: “Students will be provided instruction for the use of specific colors for different regions of the portrait”).</p>	<p>Teacher plans for students to view Van Gogh’s <i>Café Terrace at Night</i>. Students will verbally analyze the image based on teacher’s specific prompts (i.e., Teacher will ask students to explain where the artist creates contrast in the work through the use of color). Students will create a painting based on the teacher’s selected emotion for the class.</p> <p>Lesson plan falls in a series of lessons on color theory. Teacher chooses color schemes and subject matter for students to use for their painting. (The task: Students will create a self-portrait, using only cool colors.)</p>	<p>Teacher plans for students to view Van Gogh’s <i>Café Terrace at Night</i>. Students will verbally interpret the image in terms of emotion, mood, color, and content. Students will create an expressive painting using the ideas explored in the response activity.</p> <p>Lesson plan falls in a series of lessons on color theory. Teacher plans for students to investigate subject matter and color based on students’ prior knowledge acquisition. Students will view various artists’ exemplars and experiment with color schemes to be used in their expressive painting. (The task: Students will create a self-portrait using color as a means of expression.)</p>	<p>Teacher plans for students to view Van Gogh’s <i>Café Terrace at Night</i>. Students share with their classmates and verbally evaluate the image in terms of emotion, mood, color, and content (i.e., Student is able to justify their interpretation based on prior knowledge and experience). Students will create an expressive painting using the ideas synthesized in the response activity.</p> <p>In a series of lessons on color theory, teacher plans for students to investigate subject matter and color based on prior knowledge acquisition. Students independently research various artists’ exemplars and experiment with color schemes to be used in their expressive painting. (Task: In addition to creating a self-portrait, students will produce studies on individual facial features.)</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 appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	Teacher plans to read aloud to students from an article on Van Gogh. The article is taken from a magazine intended for students a grade level below the students’ grade level.	Teacher plans for the whole class to read an article on Van Gogh. Teacher will direct students’ attention to key vocabulary terms of the art elements and principles. Teacher will call on volunteers to suggest definitions for vocabulary.	Teacher plans for students to read an article on Van Gogh. Students will be instructed to work together in groups to locate key vocabulary of the art elements and principles. A class list of the vocabulary terms will be generated. Each group will be assigned to specific terms to define for the class. The teacher will provide a Frayer model graphic organizer for this task.	Teacher plans for students to research articles on expressive painters and independently explain the use of the art elements and principles in relation to the work of their chosen artist.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<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			
	Lesson is planned based on previous year’s curricular activities and past art assignments. In her lesson plan book, teacher has affixed a sticky note dated from the prior year. Note states: “Lots of confusion. Try this activity later in the year!” The date on this year’s lesson plan is six weeks later in the year than the date on the sticky note. Teacher’s lesson plan objective states: “Students will recognize [a particular art-making technique].” As part of the “rationale” statement, teacher indicates, “as per list of requirements in Appendix A of curriculum document.”	Lesson on color mixing is planned. In her lesson plan book, teacher has affixed a sticky note dated from the prior month. Note states: “Some students need more practice with their colors.” Teacher plans for the whole class to work with the basics of a particular media process.	Lesson is planned based on prior assessment data, current formative assessments and observation of student needs. Teacher strategically plans one group to work with the basics of a particular media, whereas another group explores the more advanced aspects of the process.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps. Teacher will provide choices to groups after they research/explore specific art-media techniques. Groups will then select the process of their choice.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<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 to provide a vocabulary matching worksheet for students to complete. Teacher plans to have students copy vocabulary and definitions off the white board.	Teacher plans to provide students with a list of art vocabulary and definitions prior to starting a new project. Teacher plans a vocabulary sorting activity based on elements, principles and/or techniques.	Teacher plans for students to use specific art vocabulary in writing and/or verbally. Teacher plans to provide students with a task of using context clues to determine the meaning of art vocabulary within a complex passage or visual reference.	Teacher plans to allow students to write instructions and/or descriptions for a particular process using appropriate art vocabulary. Teacher plans for students to propose activities that illustrate the meaning of art vocabulary within a complex passage or visual reference.

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>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher plans to introduce the painting <i>Nighthawks</i> by Edward Hopper and plans to tell the students general information about the artwork. Teacher plans to ask them, "What do you think the painting is about?"</p> <p>Teacher plans to share his or her opinion of the artwork. No discussion is planned.</p>	<p>Teacher plans to introduce the painting <i>Nighthawks</i> by Edward Hopper with limited questioning. What do you see? How does the artwork make you feel? What did the artist use to make the artwork?</p> <p>Teacher plans to follow up initial questions with: "What makes you say that? What do you like about the artwork? "</p>	<p>Teacher plans to introduce the painting <i>Nighthawks</i> by Edward Hopper and will ask the following questions to elicit discourse: What do you see? What in the picture makes you say that? Where in the picture do you see that? What emotion is the artist trying to share with us? What in the picture makes you say that? How does the artwork make you feel? What did the artist use to make the artwork? How does color affect the feeling of the artwork?</p> <p>Teacher plans to follow up initial questions with: "How did the artist use elements and principles of design to create his artwork? How did the artist's use of the elements affect the feeling of the artwork?"</p>	<p>Teacher plans interdisciplinary connections. Plans list suggested questions: "In what time period do you think this took place? What does that tell you about the time period of when it was done? What do you see in the picture that makes you say that? Does this remind you of anything that you are learning in the classroom and how?"</p> <p>Teacher plans follow-up questions such as: "How did the artist use the elements of art and principles of design to depict the time period and mood of the work?" Teacher plans to schedule art time in the computer lab for student to research other genres or artists which portray similar moods or which fall into the same time period.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>Teacher plans to allow students to sit where they want in the classroom.</p> <p>Teacher plans to use the Edward Hopper (<i>Nighthawks</i>) visual as the only resource.</p>	<p>Teacher plans to have students count off 1-4. All students do the same lesson.</p> <p>Teacher plans to prepare a few visuals of Edward Hopper's work for each group.</p>	<p>Teacher plans to assign groups based on the needs of the class (e.g., fine motor skills, gross motor skills, behavioral, ELL, social, etc.).</p> <p>Teacher plans to prepare a variety of visuals of Edward Hopper's work specific to the needs of each group (e.g., small replica of exemplar work with labels as provided for groups). Teacher plans to ensure that the Edward Hopper visuals are related to other subject matters.</p>	<p>Teacher plans to assign a subject area to each group to find the connection to the artwork.</p> <p>Teacher plans to have students provide an image of their favorite place to create their artwork inspired by Edward Hopper.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher plans that "students will create a perspective drawing." Plan does not identify criteria needed for quality perspective drawing.	Teacher plans that students will need to understand foreground, middle ground, and background.	Teacher plans that students will need to understand parallel lines, converging lines, view point, foreground, middle ground, and background.	Teacher plans to provide students with examples of perspective drawings. Students will identify common characteristics of Edward Hopper's perspective drawings. Students will generate a word wall of vocabulary specific to the style of perspective drawing.
	Plan does not identify any requirements for vocabulary terms to be used during discussion of perspective drawing.	Teacher plans to list the vocabulary necessary to use when talking about perspective drawing.	Teacher plans to list the expectations and give the students a rubric of what the criteria are, which includes vocabulary necessary to understand perspective drawing. Plan notes that "students also need to be cognizant of other aspects (e.g., criteria related to work ethic, respect for materials and others, participation in group discussions, and craftsmanship) to create a complete piece of artwork."	Lesson plan calls for student groups to generate a list of expectations and criteria for success. Teacher will facilitate the creation of a class list of expectations and criteria. Excerpts from lesson plan notes include: "If necessary, prompt for key vocabulary" and "Students also need to be cognizant of other aspects (e.g., criteria related to work ethic, respect for materials and others, participation in group discussions, and craftsmanship) to create a complete piece of artwork."
Teacher plans to circulate to ensure that students are working quietly.	Teacher plans a group discussion to monitor student understanding of content in the lesson of Edward Hopper perspective drawing.	Teacher plans to administer exit slips, turn and talk, group discussion, and art activities to monitor their understanding of content in the lesson of Edward Hopper perspective drawing.	In addition, students will brainstorm and generate content-related requirements. Teacher provides students opportunities to have mini critiques on their artwork during the lesson.	

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-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>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
SAMPLE EVIDENCE				
	Teacher plans to only use a post test for summative information. Summative assessment is multiple choice and matching test on perspective drawing.	Teacher plans to use formative assessments with limited understanding of whole group knowledge. Teacher will review questioning from introduction of lesson (e.g., What do you see? How does this artwork make you feel?).	Teacher plans to implement formative assessments through the use of appropriate questions specific to the lesson, group discussion for review, turn and talk, activity for understanding (e.g., specific to elements and principles of design), monitoring of knowledge through their artwork, and exit questions.	Teacher plans to use a self-assessment rubric for student reflection comparing and contrasting student's artwork with Edward Hopper's artwork.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher begins lesson with, "Let's look at this painting by Van Gogh."	Teacher says, "Today we are going to look at an artist's work that focuses on color scheme and emotion." [Identify the different ways visual characteristics are used to convey ideas. (Content standard 2)]	Teacher says, "Yesterday, we looked at color schemes. Today, we're going to look at an artist's work that focuses on color scheme and emotion." [Identify the different ways visual characteristics are used to convey ideas; describe how different expressive features and ways of organizing them cause different responses. (Content standard 2).]	Teacher says, "Yesterday, we looked at color schemes. Today, we're going to look at an artist's work that focuses on color scheme and emotion. In this painting, I would like you to think about how the artist uses the element of color to communicate ideas." Students share their ideas in peer groups. [Identify the different ways visual characteristics are used to convey ideas; describe how different expressive features and ways of organizing them cause different responses and use the elements of art and principles of design to communicate ideas. (Content standard 2).]

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "All artists only use color to express feelings and emotions."	Teacher says, "All artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent."	Teacher says, "Some artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent and share your reasoning with your partner."	Teacher says, "Some artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent." Teacher instructs students to turn to their partner and explain how the artist used color to express feelings and emotions. Students research more artists with the same intent.

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			
	Students generate a personal list of color choices they might use to express their moods and emotions.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions. Teacher facilitates by checking each group and offering assistance as needed through guided questioning.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions. Teacher facilitates by checking each group and offering assistance as needed through guided questioning. As a next step, students are asked to write a haiku about their color choices.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "We are going to compose a letter to Van Gogh's brother, Theo, pretending to be Van Gogh. Please use art vocabulary in your letters. Student says, "What art vocabulary?" Teacher says, "Don't you remember the ones we went over six months ago on the first day of school?" Then teacher walks away.	Teacher says, "We are going to compose a letter to Van Gogh's brother, Theo, pretending to be Van Gogh. Please use three or more vocabulary words from this list of definitions in your letters."	Teacher says, "Let's review the list of elements and principles of art. We are going to compose a letter to Van Gogh's brother, Theo, pretending to be Van Gogh. Please use three or more vocabulary words from last week's lesson in your letters."	Teacher says, "Let's review the list of elements and principles of art. We are going to compose a letter to Van Gogh's brother, Theo, pretending to be Van Gogh. Please use three or more vocabulary words from last week's lesson in your letters. Students exchange letters and write responses using art vocabulary."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher asks a variety of descriptive questions such as, "What colors do you see?" and "Who painted this picture?"	Teacher asks a variety of analytical questions, which could include the following: "What color schemes did the artist use?" "How does the artist's choice of color convey emphasis?" Task: Students list the elements and principles they can identify in the artwork.	Teacher asks a variety of interpretive questions, which could include the following: "Why do you think the artist chose these colors?" "How does the artist's choice of color convey his or her mood or feeling?" "What other colors could the artist have chosen to create a different mood or feeling?" Task: Students are then asked to complete a Venn diagram, comparing two works of art.	Additionally, in a group students generate these questions about the effectiveness of using color to communicate. "How might this painting have influenced subsequent artists?" "Based on the artist's use of color, do you think he or she was successful in communicating their intent?"

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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>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion." Teacher gives step-by-step directions and students follow along. End product is the same for all students.	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion. Today, you are going to sketch and use cool colors in your artwork."	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion. Today, you are going to sketch and plan your color schemes and explain how they will be used in your artwork."	Teacher has put several art manuals on a table and has informed students, "You may want to use these to help you make decisions about your sketches and color schemes." Students independently consult each other and the teacher's resources for additional information to aid in the development of sketches and color schemes.

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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>
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			
	Teacher consistently places students in the same homogeneous groups to watch a YouTube clip about video game animation, and students complete a worksheet.	Teacher arranges students in groups and notes that they have been discussing the use of color in popular video games. Teacher presents a YouTube clip that highlights stop animation of a video-game animation. Students explain the color schemes represented in the games and how they capture attention.	Teacher arranges students in heterogeneous groups and notes that they have been discussing the use of color in popular video games. Teacher presents a YouTube clip that highlights stop animation of a video-game animation. Students explain the color schemes represented in the games and how they capture attention. Teacher directs students to work in small groups to brainstorm ideas for personal logos.	Teacher allows students to select their own partners to research YouTube clips relevant to their interests. Students explain the color schemes represented in the clips. Students present their ideas for peer review and refinement.

3: INSTRUCTION FOR ACTIVE LEARNING

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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.
	Teacher allows students to sit where they would like and are given a worksheet to complete about Edward Hopper's <i>Nighthawks</i> . Students work quietly at their tables.	Teacher arranges students in groups and asks them to refer to the artwork by Edward Hopper that is posted on the blackboard. Students discuss what they notice from the artwork. One student says, "I like the colors in the painting." Teacher acknowledges response but does not add additional questions.	Teacher arranges students in heterogeneous groups and students are provided <i>Nighthawks</i> by Edward Hopper. Teacher circulates among groups to listen in on their discussions about the elements they see in the artwork. Students are sharing their thoughts and create a chart that identifies the elements found in the artwork. "It seems as if the viewpoint is on the left side of the painting." Teacher asks, "How do you know that?" Student says, "I notice the lines of the building are going to the left of the painting." Teacher acknowledges response and says, "Think about the world around you and generate a list of places you might have noticed or seen these elements. Also think about the vocabulary we have learned and try and recall where you might have heard them or even used them before."	Student groups select their own pieces of artwork by Edward Hopper to compare and contrast. They work together to generate a chart that identifies the characteristics of the pieces of artwork. Students identify roles for themselves and each other to complete the task. One student suggests, "I will write down what we come up with."

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-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>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>
	SAMPLE EVIDENCE			
	<p>Teacher reviews Edward Hopper's <i>Nighthawks</i> with students. Teacher passes back worksheet from previous lesson. Teacher says, "I have made corrections on your papers. Please review your mistakes."</p>	<p>Teacher says, "Now that I have reviewed the characteristics of Edward Hopper's <i>Nighthawks</i>, I would like you to take your sketches for your project and edit and revise them."</p>	<p>Teacher says, "Let's review our group work from last week together. What did we know and learn from our conversation?" Teacher is recording information to generate a list for independent work. Students are sharing thoughts from last class. Teacher directs students to take reviewed and new knowledge and edit and revise their sketches for their project.</p>	<p>In groups, students complete K-W-L about work done from previous class. They use the information from the K-W-L to see if they need to make any revisions. For 10 minutes, students discuss/critique their sketches. One student says, "I notice you have used converging lines correctly." Another student says, "I am not sure where your viewpoint is in your sketch."</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>	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare</p>	<p>Communicates general criteria for success and provides limited opportunities for students to self-assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p>	<p>Integrates student input in generating specific criteria for assignments.</p>
SAMPLE EVIDENCE				
	<p>Teacher assigns students to create a perspective drawing but does not give them any criteria for success.</p> <p>Teacher says, "Put your artwork on the rack when you are finished. If you are done early, you may sketch in your sketch books."</p>	<p>Teacher states, "As you are creating your perspective drawing, make sure you have your lines and points drawn correctly."</p> <p>Teacher says, "Before you turn in your piece of artwork make sure you have completed the self-assess portion of your rubric."</p>	<p>Teacher provides criteria for completion of project. Teacher states that students must have a horizon line, an identifiable vanishing point, lines that converge, and parallel lines within their completed piece of artwork. Teacher provides rubric with clear and concise expectations of appropriate behavior in the classroom (e.g., respect, work ethic, and participation). Teacher and students review criteria and expectations together. As students are working on different phases of their project, teacher states, "While you are working please refer to your rubric to remind you of your expectations."</p> <p>Teacher says, "We are on the second day of working on our final drawing, so I would like you to take five minutes to self-assess. I would like you to take out your rubric, read it as you look at your artwork. On your rubric, take notes on where you feel you need to make some changes or where in your artwork you feel you are complete."</p>	<p>After the introduction to the lesson, students work together to come up with the elements they should see within their piece of artwork. Students will generate a criteria poster to be hung throughout the duration of the project.</p> <p>Students suggest including additional criteria for assessing their artwork. A student adds, "When we participate in our mini self-assessments we need to use specific vocabulary related to this project" (e.g., "The lines I drew to my vanishing point do not all converge.") One student says to another student, "I am not sure if I have all the elements needed to make my artwork complete. I need to review my rubric."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
SAMPLE EVIDENCE				
	<p>After student work is complete, teacher will provide a check in the grade book that student work is done.</p>	<p>In a whole group discussion, teacher asks, "Do we all have a horizon line in our drawing?" Students nod their heads and the teacher says, "Great, now get to work."</p>	<p>Teacher checks in with each student or small groups of students and asks questions to check students' understanding of process of project. Teacher asks, "Does everyone understand converging lines?" Teacher asks, "Can you point to your vanishing point?" Several students at each table offer definitions, and all students point to their vanishing points.</p>	<p>Student's check each other's understanding of process of project. Student says, "Oh wow, cool, all the lines going to your vanishing point really make your artwork look like a perspective drawing."</p>

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
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 says, "You are almost done. Could you go back and add more detail?" Student says, "I think I am done." Teacher says, "There is nothing else you would like to add?"	Teacher says, "You are almost done. Go back and make sure all your parallel lines are correct." Student says, "Do I have to fix all of them?" Teacher says, "Yes."	Teacher says, "In your artwork I can clearly identify your vanishing point and all lines converge at the vanishing point. I am noticing the lines that you drew for the tops of your buildings are not parallel with the horizontal street. Before you go back to your seat can you show me what parallel lines look like?" Student uses a ruler to draw parallel lines to show understanding of parallel lines. Student says, "Yes, can I please get a ruler to check my work and correct any lines that are not parallel?"	Students participate in a walkabout midway through project to provide positive and constructive feedback to each other. For example, "Wow, it really looks 3D, but your McDonald's sign looks crooked." Student says, "Thank you for your input." Student then goes back to his or her artwork to make correction to crooked sign.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<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			
	A student says, "What is a horizon line and where do I put it?" The teacher says, "Don't worry about it and just draw a line."	Teacher says, "I notice most of you drew your horizon line; good, you can move on to completing your sketch."	Students begin to sketch their perspective drawing and teacher notices many students did not determine the placement of their horizon line as the first step. Teacher recognizes this, interrupts the work session, and gathers students at the black board to review the importance of the horizon line. Teacher solicits the assistance of a student and asks, "Why is it important to draw the horizon line first?" Student says, "Drawing the horizon line first allows us to know where the sky begins and the land ends." Another student says, "It also helps us decide where the vanishing point will be."	As a group, the teacher and students review the criteria for the lesson. Teacher directs students to fill out an exit slip detailing their pros and cons of today's lesson that will be reviewed and considered for future lessons.