

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

**Evidence Guide
Illustrative Examples of Math 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>Students are sitting in a circle playing multiplication bingo. Caitlin says to another group member, "Give me the bingo chips." Teacher does not respond. The other student throws the bingo chips towards her. The teacher does not respond.</p> <p>Teacher sits at desk while students independently work on drawing conclusions based on a data set. A student hand is raised for one minute. That student then leaves his desk to approach the teacher. Teacher remains seated and shakes her head, "no." Student then returns to his desk.</p>	<p>Students are sitting in a circle playing multiplication bingo. Caitlin says to another group member, "Give me the bingo chips." The teacher says, "Caitlin, how should you ask your group mate for more bingo chips?" Caitlin takes a deep breath and lets out a loud sigh and says, "PA-LEASE" loudly. Teacher does not respond.</p> <p>Teacher sits at desk while students independently work on drawing conclusions based on a data set. A student raises her hand and the teacher motions for her to come over. Later, another student comes to the teacher's desk and she shakes her head "no." The student returns to his desk.</p>	<p>Students are sitting in a circle playing multiplication bingo. One student says to another, "Will you please pass me the bingo chips?" The other student smiles and passes the bingo chips over. The first student says, "Thank you." The teacher leans in and said, "Wow, your language to each other shows how much you respect each other. Keep it up!"</p> <p>Teacher walks around the room from group to group, as students work on drawing conclusions based on a data set. When one student raises his hand, the teacher smiles and raises one finger, which indicated she will be there in one minute. Teacher attended to the student in less than one minute.</p>	<p>Students are sitting in a circle playing multiplication bingo. One student says to another, "Will you please pass Paul the bingo chips because I see he used his last one?" The other student smiles and passes the bingo chips over to Paul.</p> <p>Students work collaboratively to draw conclusions about their data set. One student says, "We should organize our data in a bar graph to help us draw our conclusions." Another student responds by smiling and nodding her head in agreement.</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	<p>Teacher calls on the same three students while solving problems using mental math.</p> <p>The teacher provides one topic for all students to use in constructing word problems.</p>	<p>Three students, who answered previously, raise their hands to answer the problems. The teacher says, "How about someone else we haven't heard from yet?" A few more students raise their hands. The teacher calls on one of the newly raised hands for the next response, and returns to one of the original students for the next answer.</p> <p>The teacher provides three different topics for students to use in constructing word problems. Teacher says, "You can choose the topic that most interests you."</p>	<p>Five students, who answered previously, raised their hands to answer the problems. The teacher says, "I see many of the same hands up. Let's try turning and talking to the person next to you about how you solved the mental math problem." After the partners talk, the teacher says, "Let's have someone we haven't heard from yet share how the problems were solved." The teacher calls on five other students to participate in the discussion.</p> <p>Using the results of an interest survey, the teacher conferences with students about possible topics for constructing word problems.</p>	<p>The teacher asks, "What strategies did you use to solve the math problems?" All the students raised their hands and waited quietly for a turn to share their strategies. One student raised his hand and responded to another student by saying, "That's a good idea! I didn't think of that!"</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>
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>The math center includes worksheets to complete.</p> <p>During a discussion about a word problem that mentioned fajitas, a student says, "I cook fajitas with my dad." The teacher says, "We are not discussing personal experiences right now!" and begins working on the math problem.</p>	<p>The math center includes written instructions to complete the activity at the center. There are manipulatives for hands-on work. Each center has one option for use by students.</p> <p>During a discussion about a word problem that mentioned fajitas, a student says, "I cook fajitas with my dad." The teacher says, "Wow that is interesting." Other students have their hands raised. The teacher gestures for them to put their hands down and begins working on the math problem.</p>	<p>Resources in the math center reflect a variety of learning styles, abilities, and cultures, including counters; number lines; drawing paper; manipulatives; math activities from different cultures, including Mancala and Dara.</p> <p>During a discussion about a word problem that mentions fajitas, a student says, "I cook fajitas with my dad." The teacher says, "Wow, I wonder if you can share with the class how you make fajitas." After the student shares how to make fajitas, the teacher says, "Does anyone else make a recipe with their family that is similar to the fajitas?"</p>	<p>Resources at a math center contain a variety of math materials to help students complete the work and reflect a variety of learning styles, abilities, and cultures, including manipulatives, number lines, paper and pencil, whiteboard and marker, math games Mancala and Dara, challenge and scaffolded problems, and literature that supports the mathematical topic at the center.</p> <p>During a discussion about a word problem that mentioned fajitas, a student says, "What are fajitas?" Another student responds, "I cook fajitas with my dad" and explains how they are made. The teacher says, "Thank you for sharing with the class how you make fajitas. This information will help us solve the problem."</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Students are assigned to math centers by the teacher. One student says, "I feel that I need more practice on multiplication not addition." The teacher responds, "You are in the addition center."	Students are assigned to math centers by the teacher according to students' needs. The teacher says, "For your second center of the day, you will have a choice of center. Raise your hand if you feel you need to work on addition." Five students raise their hands. The teacher says, "Raise your hand if you feel you need to work on multiplication." Six students raised their hands. The teacher says, "We can only have five people at a center, so John you will be in the addition word problem group for your second center."	Students are assigned to math centers by the teacher according to students' needs. The teacher says, "For your second center of the day, you will have a choice of center. There is a limit of 5 students per center. Raise your hand if you feel you need to work on addition." Five students raise their hands. The teacher says, "Raise your hand if you feel you need to work on multiplication." Six students raised their hands. The teacher says, "We can only have five people at a center, so could I have a volunteer to move to one of the other remaining centers?"	Teacher says, "We have discussed and practiced how we can pair ourselves up for centers. Please find a partner to work on a math center activity. You and your partner decide on which center is the best for the two of you to work on today. Remember we limit the number of students at each center, so make sure you have at least three options." Students use self-reflection questions to help them decide where to focus their work.

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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>In a small group setting where the teacher is reinforcing multiplication strategies, the student says, "Three times three equals 10." Another student says, "You're stupid, the answer is nine." The teacher does not respond.</p> <p>Teacher asks, "How do you add two fractions with different denominators?" Students do not respond. Teacher says, "I am going to wait here until someone gives me the right answer!"</p>	<p>In a small group setting where the teacher is reinforcing multiplication strategies, the student says, "Three times three equals 10." Another student says, "That's not the right answer! It's nine!" The teacher says, "Yes, nine is correct."</p> <p>Teacher asks, "How do you add two fractions with different denominators?" The same four students who have answered all the other questions raise their hands.</p>	<p>In a small group setting where the teacher is reinforcing multiplication strategies, the student says, "Three times three equals 10." The teacher asks if anyone else came up with a different answer. The teacher then calls on a student and he explains, "I used an array and I got nine." The original student raises their hand again and says, "I found my mistake."</p> <p>Teacher asks, "How do you add two fractions with different denominators?" Seventy-five percent of students in the class raise their hands to participate.</p>	<p>In a small group setting where the teacher is reinforcing multiplication strategies the student says, "Three times three equals 10." Another student responds, "I drew an array to solve that problem. Let me show you what I got!"</p> <p>Student says, "I am still confused on how to add two fractions with different denominators." Another student responds, "I can help. Where are you stuck?"</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>While working on a fraction multiplication problem, the teacher says, "Only a few of you are ready for our challenge task. I will call you up to explain the task to you individually."</p> <p>Teacher says, "Do this mental math worksheet."</p> <p>Teacher hands back student papers. Teacher says, "Check your scores. Everyone needs to improve."</p>	<p>While working on a fraction multiplication problem, the teacher says, "We're going to break into two groups. Some of you will need a lot of help to try this, and some of you are ready to work on your own."</p> <p>Teacher says, "This mental math will help a few of you become better problem solvers."</p> <p>Student goals for multiplication facts fluency are in each student's math journal. The results of the students monitoring their progress with a graph in their journal is not up to date.</p>	<p>While working on a fraction multiplication problem, the teacher says, "You can figure this out. This problem is like the last one you completed. What did you do then?" Student says, "I'm not sure." Teacher says, "We'll work on it together. What is the first thing we usually do when we are stuck?" Student says, "Re-read the problem and highlight what it is asking me to do."</p> <p>Teacher says, "Our mental math will help us all become more effective and efficient problem solvers. You are all capable of becoming better problem solvers."</p> <p>Student goals for multiplication facts fluency are in each student's math journal. The results of the students monitoring their progress with a graph in their journal is up to date and students are given time to update their goals based on their progress.</p>	<p>While working on a fraction multiplication problem, one student says, "I am not sure how to start." The teacher replies, "What could you do?" "I am going to look back at the last problem I did to see if I can figure out this problem. Last time I was stuck, that strategy really helped."</p> <p>Student says, "I have been working at home on my mental math in order to become a more effective problem solver. I can see in my class work that it is making a difference."</p> <p>Students write their own goals for developing multiplication facts fluency. Students graph their progress toward meeting their goals. Students use a rubric to self-assess their progress on meeting their goal. Student says, "After reviewing my math fact goals, I think I should review my nines facts."</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	Students are just finishing an interactive fraction activity. Teacher says, "We need to move from this activity to the fraction worksheet." The students begin talking and several fraction strips are knocked to the floor. The teacher does not address the noise level in the class.	Students are just finishing an interactive fraction activity. Teacher rings a bell and says, "Please clean up and begin working independently on the fraction worksheet." Students begin talking and several fraction strips are knocked to the floor. Students are still talking to each other and teacher says, "There is no talking during a transition. Please get right to work." Students continue to talk and the teacher does not respond.	Students are just finishing an interactive fraction activity. Teacher rings a bell and says, "It is time to continue our work from yesterday on independently creating a fraction word problem. I would like to have Jack and Hannah model our transition to this work. They will clean up and put the fraction strips in their math folder. Next, they will quietly and quickly take out the rough draft of their word problem and get right to work." The two students are silent while cleaning up their materials and putting them in their math folders. Teacher says, "Thank you, let's see if we can all transition as quickly and quietly as Hannah and Jack did!" All students follow the example of the model students and quietly clean up and get out their rough drafts.	Teacher says, "We will need to transition from our fraction activity into our work on creating fraction word problems from yesterday. One, two, three." Students quietly clean up and get out their rough drafts in 30 seconds.

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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>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	<p>It is independent work time and half the class is either looking around the room or doodling on their paper. The teacher does not address them in any way.</p> <p>During a problem-solving group activity on area and perimeter, the classroom volume gets loud. Four out five groups are loudly discussing their sports activities from the weekend. Teacher walks around the room but does not address them in any way.</p>	<p>All students are working independently on a measurement word problem. A student began looking out the window, and the teacher stood in close proximity to the student. The student continued to look out the window the teacher stood there for an additional minute, pointed at the student's paper, then walked away.</p> <p>During a problem-solving group activity on area and perimeter, teacher says, "I noticed some groups are getting too loud. Please try to quiet down." After five minutes, the classroom returns to the original volume, but the teacher does not address it.</p>	<p>All students are working independently on a measurement word problem. A student begins looking out the window, and the teacher stands in close proximity. However, the student continues to look out the window, so the teacher gently touches his shoulder. The student returns to his work and teacher remains close to ensure the student was back on task.</p> <p>During a problem-solving group activity on area and perimeter, teacher says, "I noticed some groups are getting too loud. Please come to the carpet so we can review our group work expectation." Teacher says, "Who can explain and show us the appropriate volume for group work." Three students volunteer. The teacher asks, "Tara could you explain how we are to speak in groups and Jose could you show us what that looks like?" The teacher says, "Everyone practice by turning and talking with the person next to you." After two minutes of appropriate group discussion, teacher says, "As I was working with group 2, I noticed how much more easily I could hear our conversation because all the groups are talking much quieter."</p>	<p>All students are working independently on a measurement word problem. When Billy begins looking out the window, Lucy puts her finger on the paper and he begins to work again.</p> <p>During a problem-solving group activity on area and perimeter, one student says to another student, "We need to talk quietly because I think we are bothering the other group."</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.
<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			
	After a student answers a math word problem, another student says, "You're stupid. That's wrong!" Teacher does not respond. Student groups are putting materials away in the wrong bins. The teacher does not address them in any way.	After a student incorrectly answers a math word problem, another student yells out, "That's wrong." Teacher says, "Please raise your hand next time." Student continues to explain the right way to answer the problem. Teacher says to one table, "Please be sure to organize the materials into the correct bins." Later another group of students is not putting materials where they belong, and the teacher does not go over to the table.	After Paul answers a math word problem during a whole group discussion, Steve raises his hand and responds, "I have a different answer. Can I explain it?" Teacher says, "Yes." When Steve finishes explaining, the teacher says, "Nice job explaining and raising your hand when you disagreed with Paul's response." Teacher says, "I like the way table 3 put the materials away in the correct bin."	Students meet in small groups to discuss their answers to a set of problems. When students disagree on an answer, each student takes a turn explaining his/her answer. One student asks, "Why did you multiply? Why not add?" Another student politely explains, "Multiplication is faster for me because there are fewer steps to solving the problem. Let me show you." Student says to another student, "Please hand me the bin to put the cubes in." Other student says, "Good idea." They gather up all the cubes and put them in the bin. Another group said, "Group 2 did the best job cleaning up."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Routines and transitions appropriate to needs of students</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.</p>	<p>Inconsistently establishes routines and transitions, resulting in some loss of instructional time.</p>	<p>Establishes routines and transitions resulting in maximized instructional time.</p>	<p>Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.</p>
SAMPLE EVIDENCE				
	<p>Students move from whole class to group in four minutes and teacher takes another six to distribute materials. Lesson is not completed.</p> <p>Teacher says, "It is time for lunch." Some students wander without a clear purpose. One student asks, "What do we need to do?" Teacher says, "We will be late for lunch, hurry up." A student throws materials into his desk and lines up slowly while others line up without gathering needed materials.</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher does not share information with students. Students start talking to one another about the assembly and why they haven't yet left the classroom. Teacher says, "We're not going to the assembly now. Get out a book to read, and I'll find you something else to do."</p>	<p>Students move from whole class to group in two minutes. Teacher has student group leaders distribute materials while the students are still moving into groups. One group was working in two minutes; another group in two minutes, 40 seconds; up to the last group, which took four minutes to get started.</p> <p>Teacher says, "It is time for lunch. We will be late, hurry up." Some students clean up, gather lunch and recess materials, and line up. Some students talk and do not take action.</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher says, "The assembly has been postponed today. Here's what we are doing next. Let's get back to work."</p>	<p>Teacher says, "Remember your group jobs." Teacher rings a bell to signal students to move to groups. Students retrieve manipulatives, papers, pencils, crayons, and rulers based on their roll in one minute, and everyone is working within two minutes of the bell ringing.</p> <p>Teacher says, "It is time for lunch." Students clean up quietly and independently. They push in their chairs, retrieve recess and lunch materials, and line up in a straight quiet line.</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher announces, "Our assembly has been moved, and we will attend later this afternoon. As a result, we are going to begin our math lesson earlier. Teacher says, "Let's review our revised schedule. Who can read the schedule and tell us what changed?"</p>	<p>At 10:15, students move into groups without teacher prompting. Students remind one another of their roles and retrieve materials from a central location. Students are working within two minutes.</p> <p>Teacher concludes the math lesson. Students independently put away math materials, retrieve recess and lunch materials, and line up without teacher prompting.</p> <p>Teacher receives phone call regarding a change to the assembly schedule and tells students. Student says, "We would have been doing Math during the assembly time, Can we try to fit it in before the assembly?" As the students continue, working the teacher updates the daily schedule.</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.
	SAMPLE EVIDENCE			
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<p>Teacher lists all the math standards in the lesson plan (CCSS.Math.Content.3.MD.A.1).</p> <p>Lesson objective is to tell and write time to the nearest minute. Teacher plans to have students manipulate individual clocks.</p> <p>Teacher will lead a whole class discussion about place value. Teacher will order various numbers using the SMART Board.</p>	<p>The content of the lesson does not completely support the math standards listed in the lesson (CCSS.Math.Content.3.MD.A.1).</p> <p>Lesson objective is to tell and write time to the nearest minute. Teacher plans to display a clock on the SMART Board. Students will record the times.</p> <p>Teacher plans to begin the lesson by providing students with a variety of decimal numbers up to the hundredths. Teacher will read numbers containing decimals asking students to explain the value of each digit. Next, students will use a number line to compare the size of each decimal number.</p> <p>(CCSS.Math.Content.5.NBT.A.3).</p>	<p>Teacher has identified the specific math standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards (CCSS.Math.Content.3.MD.A.1).</p> <p>Lesson objective is to tell and write time to the nearest minute. Teacher plans to display a clock on the SMART Board. All students will have their own clock to manipulate and model times throughout the lesson. Students will record times in their math journals.</p> <p>Teacher plans for students to begin the lesson by writing a decimal to the thousandths on the board, 3.091. Students will be asked, starting with whole numbers "Is it closer to 3 or 4?" Then go to the tenths, repeat with the hundredths, and thousandths. At each answer challenge students to defend their choices with the use of a model or number line.</p> <p>(CCSS.Math.Content.5.NBT.A.3)</p>	<p>Teacher has identified and selected specific math standards based on student needs. All lesson activities and planned assessments are aligned to the specific standards (CCSS.Math.Content.3.MD.A.1).</p> <p>Following the lesson on telling and writing time to the nearest minute, the teacher plans to have students choose important times of the day in their lives. Students will display the times on a clock and write the time.</p> <p>The teacher plans to extend the lesson by having the students read articles that contain data with decimal numbers to the thousandths in Time for Kids. Students will use place value models and number line to compare the size of the decimal numbers in the articles and describe why it is important to understand the size of decimal number, as it relates to the information in the articles.</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.
	<p>Students will be asked to draw a number line and place their favorite decimal on it.</p> <p>Teacher will complete a worksheet comparing decimals on the SMART Board as the students watch and take notes.</p>	<p>Students will create their own number line, ordering numbers containing decimals in their appropriate place. The decimals are all between two consecutive whole numbers. The whole numbers are added to the number line and students will adjust the decimals to the most appropriate position between the whole numbers.</p> <p>Students will be given a worksheet to compare decimals.</p>	<p>Teacher plans for students to begin the lesson by writing a decimal to the thousandths on the board, 3.091. Students will be asked, starting with whole numbers "Is it closer to 3 or 4?" Then go to the tenths, repeat with the hundredths, and thousandths. At each answer, challenge students to defend their choices with the use of a model or number line.</p> <p>(CCSS.Math.Content.5.NBT.A.3)</p> <p>For the student collaboration portion of the lesson sequence, students will work together to create a human number line. Each student will be given an index card with a number containing decimals to the thousandths place. Students will place themselves in order from least to greatest on the number line before students will move into rounding decimals.</p>	<p>Students will work together to review data presented about plant growth. The data has plant measurements to the nearest thousandth of an inch. Students will analyze the data and predict: if the plants are measured in another week, what is an estimate of the height to the nearest thousandth?</p> <p>Students will be provided the distances between locations on a map to the thousandths. Students will read the decimal numbers and determine which distance is the farthest to travel.</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>
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			
	Teacher follows textbook and pacing guide to plan lesson. Teacher will cover pages 20-25 in the math book and all students will complete a multiplication fluency worksheet.	Lesson is planned solely based on previous year's assessment data. Teacher plans to provide students with a multiplication chart.	Lesson is planned based on prior assessment data, current formative assessments, and observation of student needs. Teacher plans to provide each student with a copy of a 10 by 10 multiplication array with a tagboard L to outline specific product arrays. Any student can develop array, horizontally and vertically to develop a greater understanding for fact fluency.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps. Teacher plans to provide multiple tools to assist students if they choose (e.g., multiplication chart, base-ten blocks, arrays, drawing paper, etc.).

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher plans to give students a list of words to define.</p> <p>Teacher plans to have students copy the definitions found in the glossary for the bold-faced words.</p>	<p>Teacher plans to provide students with a list of key vocabulary and definitions before beginning a new unit.</p> <p>Teacher plans to have students demonstrate understanding of word relationships by sorting words into categories, grouping them according to key attributes.</p>	<p>Teacher plans to read the book <i>The Very Greedy Triangle</i>, by Marilyn Burns. Students will locate and determine the meaning, using context clues of various geometry vocabulary. If students cannot figure out the meaning of the words in the text, they will look it up in the glossary of their math textbook or dictionary. Teacher and students will chart the words, their meaning, and the strategy used together. Students will accurately use the geometry vocabulary when sharing the meaning and strategy (CCSS.Math.Content.4.G.A).</p> <p>Teacher plans for students to use the Frayer Model to develop a deeper understanding of the meaning of geometry words.</p>	<p>Teacher plans for students to select a picture book relating to geometry to use for independent reading. Students will fill out a word journal by recording content vocabulary found in the text, including the meaning and strategy used to figure out the meaning.</p> <p>Teacher plans to have students demonstrate understanding of word meanings by having them categorize and classify geometry vocabulary words and diagrams. Teacher plans to have students justify their classification of geometric terms and diagrams.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
	Teacher plans to provide students with a preview of vocabulary that students might find challenging in the unit. A handout that includes words and definitions will be provided.	Teacher plans to provide students with a task of defining challenging words within the unit. Teacher plans to instruct students on how to use the glossary to look up words.	Teacher plans to provide students with the task of developing a strategy to help remember the meaning of challenging vocabulary words (e.g., an action, mnemonic device, play on words).	Teacher plans to have students demonstrate understanding of word meanings by having them categorize and classify geometry vocabulary words and diagrams. Teacher plans to have students justify their classification of geometric terms and diagrams.

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			
	Teacher plans to have a student read the problem aloud. Teacher plans to ask questions such as, "What are the numbers that are important in solving the problem? Who can reread the question at the end of the problem that needs to be answered?"	Teacher plans for students to read problem and answer the question. Teacher will ask questions that guide the students in solving the problem such as: What is important information in the problem? What is the question that needs to be answered? The problem is multistep that asks students to convert units and multiply with multidigit factors using their knowledge of the distributive and associative property from lesson 1. Jonas practices guitar one hour a day for two years. Bradley practices the guitar two hours a day more than Jonas. How many more minutes does Bradley practice the guitar than Jonas over the course of two years? Allow students to share approaches with classmates.	Teacher plans for students to read problem and answer questions. The problem is multistep that asks students to convert units and multiply with multidigit factors using their knowledge of the distributive and associative property from lesson 1. Jonas practices guitar one hour a day for two years. Bradley practices the guitar two hours a day more than Jonas. How many more minutes does Bradley practice the guitar than Jonas over the course of two years? Question: Before — What are possible approaches to solving this problem? After solving the problem — Allow students to share approaches with classmates including how they found information and evidence in the text that helped them solve the problem.	Students will develop questions for "What would happen if..." such as: What would happen if Bradley practice the guitar for only one and a half more hours than Jonas? What if Jonas only practiced the guitar every other day for three years? Students will select the best questions, which they will share with a partner.

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.
	Teacher will show students how to fix an error in an incorrectly simplified expression.	Students will be given an incorrectly simplified expression. Students will explain how to simplify the expression correctly.	Students will be given an incorrectly simplified expression. They will analyze the work to identify the error that has been made. Students will fix the error and outline each step, writing to explain how to simplify the expression correctly.	Students will work in groups to analyze problems. Students will critique the reasoning of their group members and explain why the answer is correct or incorrect. The students will create a presentation of the best strategies they used to solve the problem to share with classmates.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher plans whole-class instruction only.</p> <p>Teacher selects a text that is at a third-grade reading level for a fifth-grade class to introduce a new concept.</p>	<p>Teacher plans for students to select their own groups.</p> <p>Teacher selects a poem and a nonfiction article about the solar system to introduce the concept of scientific notation.</p>	<p>Planned groups are based on student learning needs, skill level, interest surveys, etc.</p> <p>Teacher selects multiple resources to introduce a new concept: current events, informational texts, works of art, websites, multimedia, digital tool, etc. Teacher's plan includes text with a range of complexity.</p>	<p>Planned groups are based on content area strengths/interests, student learning needs, skill level, interest surveys, etc.</p> <p>Teacher plans for students to make their own interdisciplinary connections by providing time for independent self-directed reading.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher’s plan states, “Students will build arrays.”</p> <p>Teacher plans to have students draw and hand in their arrays without discussion. The only criterion is “task completion.”</p>	<p>Teacher plans “I can” statements. I can solve a multiplication fact using an array (i.e., teacher assumes students will only come up with one or two arrays).</p> <p>As teacher asks the question, he or she plans to explain that students can use the commutative property of multiplication to display their arrays.</p>	<p>Teacher plans to share “I can” statements with students: I can build an array to represent a multiplication product, I can find the answer to multiplication facts using an array. The teacher plans to ask specific questions related to the lesson and determines a range of acceptable responses and likely unacceptable responses to help students reach the success criteria.</p> <p>(For example, teacher plans to ask, “Given 24 cubes, what different arrays can you build or construct?” Teacher knows that there will be multiple correct answers and that students will need to support answers with models. Teacher will demonstrate that an array can be positioned horizontally or vertically, pointing out how the arrangement corresponds with the expression.) CCSS.Math.Content.3.MD.C.7)</p> <p>Teacher plans to post the “I can” statements and explain what they mean, so all share a common understanding.</p>	<p>Teacher plans to give students a number story, where students must construct a rectangular garden that is 48 square units. Students must draw and label a diagram for each possibility that they come up with. Teacher plans to lead students to develop success criteria based on the context of the lesson.</p> <p>Once students have completed their garden designs, they will generate criteria that identify “acceptable” and “ideal” responses. Teacher plans to challenge students to determine the greatest number or possibilities for the garden’s design.</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.
	Teacher plans to remind students to hand in work when finished.	Teacher plans time for students to evaluate their responses based on limited criteria such as, "Who found 3 x 8?"	Teacher plans time for students to evaluate their responses based on the communicated criteria (i.e., with a partner or independently).	Teacher plans time for students to use feedback from peers in order to self-assess their responses based on the agreed-upon student generated 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>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
SAMPLE EVIDENCE				
	End of unit test will be given after the unit is complete.	Teacher plans to use recall questions, use of "thumbs-up/thumbs-down" to gauge student understanding.	Teacher plans to use SMART Board, online polling tools, questioning, observation, homework, journals, exit slips, personal whiteboards, and other total participation techniques.	After students complete the self-assessment rubric on their responses to open-ended questions, they record their reflections in their journals and share with their peers.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
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.
	SAMPLE EVIDENCE			
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher says, "Open your math book to page 7 and begin the lesson."	Teacher says, "Today we are going to look at more units of measurement. By the end of today, you will be able to use more units when measuring."	Teacher says, "Yesterday we looked at the number of centimeters in a meter. Today we are going to look at how centimeters relate to larger units of measurement in the metric system such as kilometers."	Teacher says, "In your math groups, discuss which unit of measurement would be best suited to solve this problem. Be prepared to explain and defend why you chose this unit to the class. Think about the work we did last week, and the problems and examples we explored yesterday in science and social studies to provide real world examples." Students respond with a variety of answers, including, "We chose centimeters because it allows us to talk about the smaller distances that meters and kilometers don't easily show." (Students used contexts from social studies and science units to make their examples concrete.)

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 defines volume as “the length of a rectangle multiplied by its width.”	Teacher defines volume as “the product of all three of a rectangle’s sides.”	Teacher says, “Mathematicians use volume to determine how much of something a container can hold. One way we can figure out how much a rectangular box holds is by multiplying its length, height and width together. Volume is recorded in cubic units.”	Teacher says, “Turn to your math partner and discuss how you estimated the volume of the cereal box. Don’t forget to use the correct units of measurement.”

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content progression and level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
SAMPLE EVIDENCE				
	<p>Teacher says, "Yesterday we talked about place value. Today we will solve more place value questions. Get started please."</p>	<p>Teacher says, "Yesterday we introduced rounding using place value to the tens. Could someone explain how we round to the nearest ten?" Student says, "I checked my number line to see if the number is closer to one ten or the ten on the other side." Teacher says, "Today, we move from rounding to the tens to rounding to the hundreds. After your groups have solved one problem, you will then take a short quiz."</p>	<p>Students complete a Do Now, which assesses their level of understanding of place value up to hundreds. Based on results, teacher assigns students to one of three groups. Groups are given differentiated tasks with increasing levels of complexity to practice rounding numbers to the nearest hundred. The teacher facilitates each group, giving special attention to the one group that requires more support. At the end of the math session, students reflect on questions: "What do I clearly understand?" "What is still confusing?"</p>	<p>Students are in math groups. They are given a variety of manipulatives and five, real-world-based place value questions grounded in contexts from their social studies and science units. As a group, students select the problem and materials. Then, they discussed and explained how they solved the problem to each other, and then shared with the whole class.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Student says, "This is too hard. I can't figure out what this word means." During the math discussion, students are stumbling over the math vocabulary in the problems. Teacher says, "I want you to start solving the problems on the math page. This may be difficult, but we will talk about it later."	Teacher instructs students to look at the pictures/shapes on the chart. Teacher says, "These will appear in the math pages you will work on today. Let's define these so you don't get stuck. An angle that turns through 1/360th of a circle is called a one-degree angle and can be used to measure angles."	Teacher says, "Let's first look at the word 'angle' and the image next to it, and let's see if we can figure out its meaning." The teacher traces the two line segments, emphasizing where they meet at the vertex. Students respond, "corner," "point," and "intersection."	Student attempts to help another student with the word "angle." The student begins by tracing the two edges of a triangle, emphasizing where two sides meet at the vertex. The student says, "Where the two lines meet at the vertex forms the angle." The other student responds, "This is starting to make sense. Can you show me where the angles are on this rectangle?"

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher asks questions similar to the following: Teacher says, "Name this shape." Student responds, "Square. Teacher asks the same student, "How many sides does this shape have?" Student responds, "Four." Task: Students fill in the blanks of a shape worksheet.</p> <p>Teacher states, "We are going to look at shapes together." After looking at some shapes on the board, the teacher tells the students the names of each shape and has students copy what she wrote on the board in their math journals for the rest of the math period."</p>	<p>Teacher asks questions similar to the following: Teacher says, "Given dimensions of a rectangular prism, find the volume of the rectangular prism."</p> <p>Teacher says, "If nine people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get?"</p> <p>Teacher states, "Today, you will watch me solve a problem using the traditional algorithm." Then the students independently use the traditional algorithm to solve word problems while showing their work.</p>	<p>Teacher asks a variety of questions similar to the following: Teacher says, "Given different measurements of liquid in identical beakers expressed as fractions (1/4, 1/8, 1/2), find the measurement of liquid each beaker would contain if the total amount of liquid were redistributed equally."</p> <p>Or different sample evidence: Teacher says, "If nine people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers do you think your answer will lie? Justify and show your work."</p> <p>Teacher states, "For the past few weeks, we have been studying how algorithms help us to solve problems more efficiently. Today, you are going to develop your own algorithm to solve this real-world problem."</p>	<p>In a math groups, students generate their own questions to solve a math problem: "How many groups should we use?" "What operation is the best for solving this problem?" "What manipulatives would be best for this problem?"</p> <p>Students suggest, "Let's use repeated addition and connecting cubes to solve the problem."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
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.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher says, "Students, get into your regular math groups." Students watch a video that teaches that two fractions are equivalent if they are the same size. After the video, the students independently complete a worksheet on equivalent fractions.	Teacher places students in math groups and shows a video that teaches that two fractions are equivalent if they are the same size. After the video, the students discuss what they saw in the video.	Teacher arranges students in heterogeneous math groups. Teacher notes that they have been learning about fractions. She says, "Please watch a video about equivalent fractions. Before we begin, who can share what an equivalent fraction is?" After the video, the students draw two different fractions that are equivalent, ensuring that they are of the same size. Students explain how the fractions are equivalent. The teacher says, "Move back to your base groups to share your drawings and explanation with others."	Students select their own math groups based on the fractions located in different centers around the room. In the centers, students are working together to decide how to show which fractions are equivalent and which are not. Students are making posters to share their thinking with the rest of the class.

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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>
<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 presents lesson material to all students, incorporating questions to check understanding of the whole group. Teacher then assigns an individual math problem. Teacher says, "I am passing back your math worksheet. Please review the problems and fix any you got incorrect."</p>	<p>Teacher says, "Now that I have demonstrated solving two problems with you, you are going to do the same thing in your groups. Solve the problem and model your thinking using the manipulatives. Remember your math group roles."</p>	<p>Teacher says, "Yesterday I gave you a variety of real-world problems to think about. Today, in your groups, you will choose one of the problems to investigate. Use manipulatives, diagrams, pictures, and math vocabulary to explain how you solved the problem that you selected. Assign a role for each of your group members. Bring your first draft for me to check. I will be looking for all group members to participate."</p>	<p>In groups, students create a context for a real-world problem based on a consensus of their interests. They determine the most efficient way to solve it and what materials would be needed (manipulatives, computer programs, diagrams, appropriate vocabulary and terms). They then share their problem on the class website for other groups to solve.</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 data and asks them to graph it. The teacher does not give them any criteria for success.</p> <p>Teacher says, "When you have finished your drafts, turn them in and I will tell you what you are doing next."</p>	<p>Teacher states, "As we create the graph, remember to clearly label the axis, keys, and data sets. Be sure that the data in your graph supports your conclusion."</p> <p>Teacher says, "Before you turn your graph in, be sure that you have checked your graph carefully and met all the necessary criteria."</p>	<p>Teacher states, "As we create a graph, we need to revisit our graphing expectations. We will be using the grade-level rubric, which measures the appropriateness of the type of graph used to support your conclusions, the presentation of your graph in terms of neatness and clarity, proper graph construction (equally spaced units); and clear labeling of axis, keys and data sets. Let's look at the rubric and make sure we understand the expectations." Students review the components of the rubric and give examples.</p> <p>Teacher says, "We have scheduled three sessions to move from first draft through revisions to final draft of our graphs." Each day, groups will circulate around the room leaving feedback for other groups to consider before making revisions. "During each math session, I want you to be sure to read the comments from your classmates and decide which are helpful. Also, assess your own work using our rubric and make needed changes before moving onto your next draft."</p>	<p>Teacher asks, "What are the components of a quality graph?" Student responds, "Properly labeled axes." Another student, "The appropriate intervals on the axis matched to the numbers and topic." Another student, "A title that tells what the graph is about."</p> <p>One student says to another student, "We need to get out our graphing rubric and check our graph before we turn it in."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher says, "Put your finished math worksheet on your desk so that I can come around and check them off. You don't have to pass these in to me; I just want to know that you finished it."</p>	<p>Teacher says, "Put your worksheet on your desk. Did everybody understand how to add and subtract using place value?" Students nod their heads, and the teacher says, "Good, we all got it."</p>	<p>Teacher checks in with each math group and asks questions to monitor and check students' understanding of place value.</p>	<p>Students check each other's solutions to the addition and subtraction place value problems. Student says to math partner, "When subtracting 229 from 430, I changed one ten in 430 to ten ones so that I could subtract 9 from 10 because you can't subtract 9 ones from 0 ones." Partner replies, "You are right because taking 9 away from nothing doesn't make sense."</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.
<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, "So far you have part of the problem correct. If you want, you can double-check your work to see if you can make your answer better."</p> <p>Student says, "I think I am finished." Teacher says, "Look over your work again."</p>	<p>Teacher says, "You have done a relatively good job. Please add more of an explanation to prove your solution."</p> <p>Student says, "I added a sentence explaining my calculations, but I don't know what else to do."</p>	<p>Teacher says, "In your explanation of your solution, you clearly showed how you converted minutes to seconds. To make your solution more effective, you could explain why seconds are a better unit to use than minutes. Could you use a picture or diagram to show why seconds are better than minutes for solving this problem?"</p> <p>Student says, "I added a table to show why seconds are a better unit to use than minutes, and wrote three sentences explaining how my table proves my solution like you said I should do."</p>	<p>Teacher says, "As you prepare to work with your math groups to review your proofs, remember to ask each other our guiding questions." (Teacher points to posted questions on the wall used to review work.)</p> <p>Questions on the wall: Are your calculations clearly written? Did you use a second operation to double-check your solution? Do you have a mathematical model to support your solution? Is your solution supported with a written justification? Did you share your solution with your group and use their feedback to improve your presentation?</p> <p>Student says to another student, "You told me that my calculations were confusing to follow. I rewrote them. Can you review it and see if it is clearer?"</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>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>A member of a math group asks for help, "We are not sure how to get started with this problem." Teacher tells the whole group, "Do not worry about it right now. Just move on to the next math problem."</p>	<p>Teacher says, "I see that most of you know how to add fractions. That means that you can also subtract fractions because it is the opposite of adding fractions. It looks like we can move on to working with mixed numbers."</p>	<p>Students begin to work on their math problems. One student says, "I am not sure how to start." Teacher then circulates around the classroom and notices that many students are adding the denominator as well as the numerator when adding fractions. She calls the large group together and reminds them that, "When fractions have like denominators, we only add the numerators." She then models the example with manipulatives and has the students practice with her guidance. She has the students try one more example independently before sending them back to their seats with manipulatives to continue their work.</p>	<p>Teacher asks students to take on the role of the teacher and think of a rubric for today's lesson. Teacher continues, "We practiced adding fractions. I want you to give the lesson a rating on three things: clear explanation of how to add fractions; engaging work; and relevant work (connected the topic to the real-world) After you give each area a rating of 1, 2, 3, and 4, I want you to come up with something that I should do to make the lesson even better. What I will do is select at least one suggestion from each area and add that change in the next two or three days."</p>