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

Evidence Guide
Illustrative Examples of Math 6-8

Sample evidence of teacher practice developed by Connecticut educators

CSDE
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Connecticut Evidence Guides

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

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- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
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- 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 *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 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*

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.

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 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.

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.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Student says in front of the whole class, "Ugh, why did you choose him to solve the problem? He is not good in math and does not know how to do these problems." Teacher does not respond to disrespectful language between students.	Student says to another student, "You don't know how to do this problem because you don't understand it." Teacher responds, "We don't talk that way in the classroom." Later, when another student says to a classmate, "Stop, you are doing it wrong. You are really bad at it.," the teacher does not respond.	Student says, "If you don't know how to solve the problem, I will help you." Teacher says, "Thank you, Marta, for helping Amanda. It is important that we all help one another to solve the problem."	Students independently help each other to problem solve.
	Teacher remains at desk and gestures for students to move away from her desk when they attempt to ask a question.	Teacher gestures for a student to come to her desk when he raises his hand with a question. When another student comes to the teacher's desk, she gives him an angry look and he quickly returns to his seat.	Teacher walks around as students work at their desks. When one student raises his hand, the teacher smiles and gestures that she will be right over.	Students work collaboratively in small groups listening to each other and helping each other to complete a task.
	Teacher does not connect the problem of the week to student interest.	The teacher tells student that the interest survey they completed will give him some idea about what their interests are. Then he distributes the same problem to the whole class.	Teacher tells the students that he used information from their interest survey to select the problem of the week.	As students in one group discuss the problem of the week, they shared their personal interests and recognized connections to the problem of the week.
	Teacher calls on the same three students.	When the same three students raise their hands, the teacher says, "How about someone else who we haven't heard from yet?" Then she calls on one of the three whose hands were raised.	When the same three students raise their hands, the teacher says, "How about someone else who we haven't heard from yet?" Then she/he instructs students, "Let's turn and talk with our partners to share thoughts before I call on someone to answer this question."	When the teacher asks a question, most of the students' hands are raised, and students respond to one another's ideas using positive language. One student responded, "That's a good idea." Another student said, "I didn't think about that; I did it a different way."

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ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Problems are not differentiated and are not culturally relevant.	Problems are somewhat differentiated and culturally relevant.	Teacher occasionally encourages multiple approaches to problem-solving.	Students are able to independently develop differentiated and culturally relevant problems for their group.
	Teacher does not encourage multiple approaches to problem-solving. Teacher says, "Everyone will be doing an oral presentation on relating tables, graphs and equations."	Teacher occasionally encourages multiple approaches to problem-solving. Students completed an interest survey about types of presentations. Teacher then says to most of the students, "You will be doing an oral presentation on relating tables, graphs and equations." A select group of students was allowed to present their information in a different way.	Students completed an interest survey about types of presentations. Teacher then says to most of the students, "You will be doing an oral presentation on relating tables, graphs and equations." A select group of students was allowed to present their information in a different way. Teacher consistently encourages multiple approaches to problem-solving. Teacher asks students, "Did anyone solve this problem in a different way?" Students completed an interest survey about types of presentations. Teacher conferences with the students to help them determine which form of the presentation will be best for them.	Students independently access multiple problem-solving strategies. Students completed an interest survey about types of presentations. Teacher then says, "Work with your group and share your interest survey. Then, as a group discuss which form of the presentation will be best for you and begin to prepare your presentation."

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ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	When a student gets a problem wrong, the students laugh and say, "That's lame!" The teacher does not respond.	When a student gets a problem wrong, the students laugh and the teacher says, "It's OK, we all make mistakes sometimes," and moves on with the lesson.	When a student gets a problem wrong, another student says, "I got that problem wrong too." The teacher responds, "Let's take a minute and share what you did so we can see where your mistake was made."	When a student gets a problem wrong, another student says, "I got that problem wrong too. Let's work through this together."
	The teacher asks, "How do you solve this problem?" Students do not respond. Teacher says, "I'm going to wait here until someone gives me the right answer!"	The teacher asks, "How do you solve this problem?" The same four students who have answered all the other questions raise their hands.	The teacher asks, "How do you solve this problem?" Fourteen of the eighteen students in the class raise their hands to participate. After the teacher calls on a student to share their solution, the teacher asks, "Did anyone solve this problem differently?" Eight students raise their hands to share a different approach.	After a classmate solves a problem, a student says, "I solved the problem a different way and got the same solution." The student shares alternate approach.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
High expectations for student learning *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.*	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.
	SAMPLE EVIDENCE			
	Teacher says, "Only a few of you are ready for this problem. I will call you up to give you the problem individually."	Teacher says, "Only some of you are going to be able to do this problem. But I want you to try it if you get to it."	Teacher says, "You can figure this out. This is like the last time you got stuck. What did you do then?" Teacher says,"What do you think your first step would be?"	Student says, "I'm stuck." Another student responds, "I remember a problem like that last class" and pulls out notebook to review.
	Teacher says, "Today you are going to do these problems."	Teacher says, "These problem-solving strategies may help a few of you."	Teacher says, "Not everyone solved this problem the same way. However, you were all able to apply problem-solving strategies and come up with an appropriate solution."	Student says, "I used that problem-solving strategy in my science class. It really helped me to visualize the problem."
	Teacher says, "Some of you haven't gotten this yet. Hopefully you will by the unit assessment."	Teacher says, "Some of you haven't gotten this yet. If you are one of those students, remember we have a quiz coming and you may want to see me for extra help."	Teacher provides students with a list of learning targets that will be covered on an upcoming quiz. Students are given time to evaluate where they think they are in meeting each learning target and to develop a plan to be prepared for the quiz.	Without prompting, students identify what they need in order to progress toward meeting the learning targets on an upcoming quiz.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior *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.*	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 having side conversations during a class discussion and the teacher does not address them.	Students begin to have side conversations during a class discussion. Teacher points to the classroom behaviors listed in the classroom to remind students of the noise level, but the noise level persists.	Students participate in the class discussion. The teacher refers to the listening expectations listed on the wall when a student begins talking out of turn, and the student responds with expected behavior.	As a student talks out of turn during a class discussion, a classmate says to him. “Remember, we need to be a good listener.” Her classmate quiets down.
	Students are shouting out responses while the teacher is explaining the rational number system. The teacher does not correct the behavior, and students continue shouting out.	Students are shouting out responses while the teacher is explaining the rational number system. Teacher says, “We need to remember to raise our hands to ask questions about the rational number system.” When students begin to shout out responses again, the behavior is not addressed.	Students are shouting out responses while the teacher is explaining the rational number system. Teacher says, “We need to remember to raise our hands to ask questions about the rational number system.” When students begin to shout out responses again, the teacher uses a raised hand to remind students not to call out the answer. Students stop shouting out responses and wait to be called on.	Students are shouting out responses while the teacher is explaining the rational number system. A student puts their hand up to remind her classmates not to shout out. The class sees the cue and begins to raise their hands to ask questions about the rational number system.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	During a problem-solving group activity, 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.	During a problem-solving group activity, teacher says, "I noticed some groups are getting too loud. Please try to quiet down." After five minutes, the classroom returned to the original volume, but the teacher did not address it.	During a problem-solving group activity, teacher says, "I noticed some groups are getting too loud. Let's take a minute to review our group work expectations." Teacher says, "Who can explain 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?" Students return to group work. 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."	During a problem-solving group activity, one student says to another student, "We need to talk quietly because I think we are bothering the other group."

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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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	During a heated discussion, one student says to another, "You're stupid. That's wrong!" Teacher does not respond. There are no classroom norms posted on the wall.	During a heated discussion, one student says to another, "You're stupid. That's wrong!" Teacher says, "Don't say something is stupid when someone says something you don't like. You should know better than that."	During a heated discussion, one student says to another, "You're stupid. That's wrong!" Teacher says, "Don't say something is stupid when someone says something you don't like. Can you think of a better way to share that you disagree with what was said?" The student responds with several better phrases. Norms are posted on the wall for reference.	During a heated discussion, one student says to another, "You're stupid. That's wrong!" Another student says, "Don't say something is stupid when someone says something you don't like. Instead just say, 'I disagree with that because …' like we see on the norms poster."
	Several students come in late from a music lesson. They do not organize quickly for the lesson. Teacher says, "All of you will stay in for lunch detention because you guys weren't ready. We'll have a working lunch to make up that time."	Several students come in late from a music lesson. They take out their folders to begin working, but the teacher does not recognize the appropriate behavior in any way.	Several students come in late from a music lesson. The students take out their folders to begin working and the Teacher says, "Even though you came in late, I see that you got yourself organized quickly to be ready to work."	Several students come in late from a music lesson. A student says to another student, "Don't forget to take out your folder for this lesson." The student says, "Thank you for reminding me."

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Routines and transitions appropriate to needs of students *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.*	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
	SAMPLE EVIDENCE			
	Students move from whole class to group in four minutes and teacher takes another six minutes to distribute materials. Lesson is not completed.	Students move from whole class to groups in two minutes. Teacher has student group leaders distribute materials while the students are still moving into groups. Some of the groups take longer to get started.	Teacher rings a bill to signal students to move to groups. It takes 45 seconds for groups to organize and each group member has a pre-established role. Students retrieve materials, which are laid out on a table, in 45 seconds, and everyone is working after 90 seconds.	At 10:15 a.m., students move into groups without teacher prompting. Students remind one another of their roles and retrieve materials from a central location. Students are working by 10:16 a.m.
	Students arrive to class and need to wait for instructions from teacher.	Students arrive to class and teacher says, “It’s time for the warmup.” Some students work on the warmup and some students do not.	Students arrive to class. Teacher says, “Start the warmup.” Students get right to work.	Students enter room and without prompting the students work independently on the warmup.
	Teacher receives a phone call regarding an emergency early dismissal. Teacher does not share information with students. Students start talking to one another about the snow storm. Teacher says, “Get back to work until I dismiss class.”	Teacher receives a phone call regarding an emergency early dismissal. Students start talking to one another about the snowstorm. Teacher says, “We are going to dismiss to the next class in five minutes instead of the normal time.”	Teacher receives a phone call regarding an emergency early dismissal. Students start talking to one another about the snowstorm. Teacher says, “We are going to dismiss to the next class in five minutes because we are getting out early. Please make this classwork your homework assignment and we will regroup tomorrow.”	Teacher receives a phone call regarding an emergency early dismissal. Students start talking to one another about the snowstorm. Teacher says, “We are going to dismiss to the next class in five minutes because we are getting out early. Student then says, “Should we make this classwork our homework?”

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher lists all of the math standards from 7.NS in the plan, but the content of the lesson only addresses 7.NS.1a. (Standards evidence aligns with the CCS and/or other CT standards and/or district-approved content standards.)	Some of the math standards listed in the plan support the content of the lesson, such as 7.NS1a,b, but standards 7.NS1c and 7.NS1d are listed and not addressed in the lesson content. (Standards evidence aligns with the CCS and/or other CT standards and/or district approved content standards.)	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. (Standards evidence aligns with the CCS and/or other CT standards and/or district approved content standards.)	Teacher has identified the specific math standards that will be addressed in the content of the lesson. (Standards evidence aligns with the CCS and/or other CT standards and/or district approved content standards.) The activity of the lesson is planned to address the common error of using same rules for multiplication of integers and addition of integers.
	Lesson objective: Student will be able to describe situations in which opposite quantities combine to make zero. The planned activity is to complete a worksheet of practice problems.	Lesson objective: Student will be able to describe situations in which opposite quantities combine to make zero. Teacher plans to have the students represent situations with a single integer such as 4 degrees below zero is -4.	Lesson objective: Students will be able to describe situations in which opposite quantities combine to make zero. Teacher plans to model the situation such as 7 + -7 = 0, using two-sided chips. Students will practice a variety of examples of zero pairs and then provided students with several real world examples to see if the students can identify which situations can be modeled with zero pairs.	Lesson objective: Student will be able to describe situations in which opposite quantities combine to make 0. Teacher plans to model the situation such as 7 + -7 = 0, using two-sided chips. The teacher then plans to have students brainstorm in groups situations in the real world that result in opposite quantities.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Content of lesson appropriate to sequence of lessons and appropriate level of challenge *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.*	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	SAMPLE EVIDENCE			
	The teacher's plan addresses developing understanding of operations with rational numbers, focused on subtraction of integers. Possible evidence of the sequence within lessons for example; lesson is focused on subtraction of integers.	The teacher's plan addresses developing understanding of operations with rational numbers, focused on subtraction of integers. Possible evidence of the sequence within lessons for example; this lesson comes after addition of integers.	The teacher's plan addresses developing understanding of operations with rational numbers, focused on subtraction of integers. Possible evidence of the sequence within lessons for example; this lesson is part of a weeklong mini-unit on addition and subtraction of integers.	Teacher provides opportunities to have students brainstorm where addition and subtraction of integers are seen in the real world.
	The teacher plans to teach subtraction of integers. However, the plan does not include any connection to addition of integers.	The teacher plans to teach subtraction of integers. The connection to the addition of integers in the teacher plan is to remind students that addition and subtraction are inverse operations.	The teacher plans to build on a prior lesson about adding integers to enable students to understand subtraction of integers. For example, students had developed the rules for adding integers by using algebra tiles. For the planned lesson, students, in pairs, are provided algebra tiles to explore subtracting integers. Students will work to develop rules for subtracting integers.	The teacher plans for students to review knowledge of addition of integers and real world application; i.e., temperature in science. Building on this knowledge, teacher provides opportunities for students to identify possible real-world scenarios that call for the subtracting of integers and demonstrate and justify solution pathways.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	The teacher plans to teach the students Keep Change.	The teacher plans to begin the lesson by modeling with chips and then move the students to groups to practice more problems.	The teacher plans to begin the lesson by modeling with a number line and then move the students to groups to practice more problems with the number line. The final activity in the plan is to have students write in their own words the "rules" for subtracting integers based on their conjectures from the modeling with the number line.	Teacher plans opportunities to have students use this new knowledge by giving an example from the real world that supports their conjectures about subtracting integers.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Use of data to determine students' prior knowledge and differentiation based on students' learning needs *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.*	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
	SAMPLE EVIDENCE			
	Lesson plan is based on the textbook and pacing guide.	Lesson plan includes only previous year's assessment test data.	Lesson plan includes data from prior assessment, current formative assessments and observation of student needs.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps.
	Teacher plans to cover section 2.3 in the textbook on operations with integers.	Teacher plans to make all students complete practice of operations with integers using a number line.	Teacher plans to have one group use manipulatives while they complete practice on operations with integers while the other group will be working without manipulatives to move from the concrete to the abstract.	Teacher plans to explain a variety of ways to demonstrate integers (i.e., number lines, two-sided chips, +/-) and students are allowed to use which method works best for them as they work to move from a concrete understanding to an abstract one.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher's plan has all students reading the problem individually and then plans to have them solve the problem.	Teacher's plan has all students highlighting key words as she reads the problem aloud with the students and then plans to have them solve the problem.	Teacher's plan begins with having students highlight keywords as they read a problem individually. The teacher then plans to have students do a pair-share to discuss what they highlighted and if there are any additional key items to highlight. The teacher then plans for students to use a graphic organizer to organize the key ideas before being asked to solve the problem.	Teacher's plan has students assigned to groups to read a problem and then discuss with the group ways that the information of the problem can be organized to create a plan to solve the problem. Following the discussion, the teacher plans to have the students select one method and solve the problem.
	Teacher does not plan to provide key vocabulary words or definitions.	Teacher plans to provide definitions of math vocabulary used within the lesson.	Teacher plans to give students new math vocabulary words for the lesson. At the end of the lesson, the teacher plans to have the students enter the meanings of the new words in their own language into their journal.	Teacher plans to give students new math vocabulary words for the lesson. At the end of the lesson, the teacher plans to have them write a letter to a fellow student about the day's lesson that appropriately uses the new vocabulary.
	Teacher plans allow for no opportunity for students to communicate their reasoning.	Teacher plans to have students communicate their mathematical reasoning for solving a problem. She plans to ask students to justify their answer through writing.	Teacher plans to have students communicate their mathematical reasoning for solving a problem. She plans to ask students to justify their answer through writing or a visual representation of the problem and then plans to have them share out.	Teacher plans to have each student communicate their mathematical reasoning for solving a problem. The teacher plans to allow the students to choose the method of communication (i.e., graphs, through writing, verbally).

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher plans to provide a specific scenario or problem and then give the students the linear equation that describes it.	Teacher plans to provide a specific scenario or problem that can be expressed by a linear equation. The teacher plans to explain to the students how the situation is described by a linear equation and together the teacher and student write the equation.	Teacher plans to provide a specific scenario or problem that can be expressed by a linear equation. The teacher plans a collaborative task for students to develop the linear equation to describe that situation and explain why the linear equation models the situation.	Teacher plans for students to apply their knowledge about linear equations to generate a variety of real-world examples that are described by linear equations. The teacher plans for the students to write the scenario and then model it with the linear equation.
	Teacher provides practice problems of the Pythagorean theorem with no discussion of proof.	Teacher provides a proof of the Pythagorean theorem.	Teacher plans for students to research a proof of the Pythagorean theorem by using technology and then explain the proof in their own words.	Teacher enables student to discover multiple proofs of the Pythagorean theorem and present their findings to the class.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Instructional resources and flexible groupings support cognitive engagement and new learning. *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.*	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
	SAMPLE EVIDENCE			
	Teacher plans whole-class instruction only.	Teacher plans to randomly place students into groups.	Planned groups are based on student learning needs, skill level, interest surveys, etc.	Planned groups are based on similar student success criteria.
	Teacher plans to teach the Pythagorean theorem by reading from textbook.	Teacher plans to teach the Pythagorean theorem by having the students cut out sections of the squares from the two legs, fit the pieces in the square off the hypotenuse, and then give the students the formula.	The teacher plans to have the students cut out sections of the squares from the two legs and fit the pieces in the square off the hypotenuse. The teacher then plans to show SMART Board animations of the same concept for other sized right triangles. Following these activities, the teacher plans to have students develop the formula for the Pythagorean Theorem in their journals.	Teacher plans to teach the Pythagorean theorem by first reading the book, *What's Your Angle Pythagoras?* Then the teacher plans to have the students cut out sections of the squares from the two legs and fit the pieces in the square off the hypotenuse. Following these activities, the teacher plans to have students write a conjecture about the Pythagorean theorem in their journals and share out.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher's plan does not include a checklist or a rubric.	Teacher's plan includes a checklist of necessary steps and procedures.	Teacher's plan provides time for students to evaluate their work but not using the rubric.	Teacher plans to include student input on the development of the rubric.
	Teacher does not plan to distribute the rubric to the class.	Teacher plans to hand the rubric out to the class with no discussion about its contents.	Teacher plans to share and explain the rubric with the class.	Teacher's plan allows for students to discuss the rubric and make necessary changes to rubric.
	Teacher plans to remind students to hand in their work when done.	Teacher's plan provides time for students to evaluate their work but not using the rubric.	Teacher's plan enables students to use rubric to complete self-assessment before turning in the assignment.	Teacher's plan allows time for peer review and based on that review an opportunity for students to make adjustments before turning in the assignment.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Ongoing assessment of student learning *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.*	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
	SAMPLE EVIDENCE			
	Teacher plans to give a quiz at the end of the mini-unit.	Within the lesson plan, teacher plans learning target of describing situations in which opposite quantities combine to equal zero. Teacher plans to gauge student learning with thumbs up/thumbs down.	Within the lesson plan, teacher plans learning target of describing situations in which opposite quantities combine to equal zero. The teacher plans to use formative assessments such as exit slips, white boards, and Q and A to gauge student learning. The teacher plans several learning activities that could be used if students do not meet the learning target.	Within the lesson plan, teacher plans learning target of describing situations in which opposite quantities combine to equal zero. The teacher plans to use formative assessments such as exit slips, white boards, and Q and A to gauge student learning. The plan includes opportunity for students to reflect on their learning evidenced by the formative assessments and relate where they are in their learning to the rubric. Based on the reflection, the teacher plans to have students choose from three possible activities to meet the learning target.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "By the end of the day, you will be able to make a graph."	Teacher says, "Today you are going to learn how to model real world situations."	Teacher says, "Yesterday, we looked at linear functions that go through the origin. Today we are going to discover real world situations that can be modeled by these linear functions." (Standards evidence aligns with the CCS and/or other CT standards and/or district approved content standards.)	Teacher has written on the board, "We have graphed linear functions that go through the origin. Why might this be important, and do you think all lines must go through the origin? Explain." Students are directed to write a response to this question in their journals. (Standards evidence aligns with the CCS and/or other CT standards and/or district approved content standards.)

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
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.	**SAMPLE EVIDENCE**			
	Teacher incorrectly defines slope: "Slope is the *m*."	Teacher says, "When writing the equation for this line, what is your *m*, and what is your *b*?" The teacher does not clarify what the variables represent.	Teacher says, "When writing the equation of a line in slope-intercept form using a graph, what are two pieces of information that we want to identify right away?" Student says, "Slope and *y*-intercept." The teacher responds, "Correct. Slope is the ratio of the rise to the run and the *y*-intercept is where the graph crosses the *y*-axis."	Teacher says, "When writing the equation of a line in slope-intercept form using a graph, what are two pieces of information that we want to identify right away?" Student says, "Slope and *y*-intercept." Teacher says, "Correct, now turn and talk to your partner to explain why these are important when writing the equation of the line."

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Content progression and level of challenge *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.*	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical profession and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
	SAMPLE EVIDENCE			
	Teacher says, "The example for calculating slope is on page 72. Review that example and complete problems 1-10."	Teacher says, "Yesterday we talked about rate of change. Today we are going to be graphing a list of ordered pairs and reviewing the rate of change on a graph. After that, we will review as a class how to calculate slope."	Teacher says, "Complete the Do Now related to yesterday's rate of change and graphing ordered pairs work." Teacher says, "Please pass up your Do Now work" The teacher quickly sorts through the work then breaks the students into groups based on the students' needs. Group 1 is given a table of values with two points. The teacher says, "Practice by plotting the two points and use what you know about triangles to determine the slope." Group 2 is given a table of values with at least three points. The teacher says, "Practice by plotting several points, find the rate of change using triangles and confirm that rate by using a different two points." Group 3 is given a table of values with at least five points. Teacher says, "Practice plotting several points, finding the rate of change and then explaining how the rate of change can be verified from the table to values."	To extend the students' understanding of slope, the students are provided graphs that model phone charges for three different plans. Students decide which plan they would pick, determine the cost, and justify their decision.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher hands out a list of math vocabulary. Student says, "I don't know what this word means." Teacher says, "If there are words you do not understand, the glossary is in the back of the book."	Teacher hands out a Frayer graphic organizer for vocabulary. Teacher says, "Under vocabulary word write 'Slope,' and in the definition box write, 'Slope is the ratio of the rise to run of a linear function.'"	The teacher hands out Frayer graphic organizers to each pair of students. Teacher says, "You are going to use this graphic organizer to develop a deeper understanding of slope. In the first box, you need to develop a definition of slope in your own words. In the second box, you need to list facts and characteristics associated with slope. In the third box, you will place some examples of slope, and in the fourth box you will come up with some non-examples of slope or what slope is not." Teacher moves from pair to pair asking questions and connecting students to previous learning to assist them, as needed, in completing the graphic organizer. Teacher then says, "Let's share out." Student says, "Slope is the steepness of a linear function." Teacher asks, "How is steepness found?" Student does not reply. Teacher says, "Would you like to call on someone to help you?" Second student says, "Remember that steepness is found by comparing rise of run."	Teacher provides students with a variety of examples of how to identify slope from a table, graph or equation. Teacher says, "Work in pairs to analyze the problem solutions to create your own definition of slope."

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Students fill in the answers on a worksheet. The teacher asks questions similar to the following: "What is the answer?" "What is the process?" "What is the formula for slope?"	Students are asked to solve a page of word problems. The teacher asks questions similar to the following: "Where did you make your mistake?" "What formula will you need?" "Read the problem. What is the slope? The *y*-intercept?"	Students are given a real-world problem to solve. The teacher asks a variety of questions similar to the following: "How could use something you already know to help you solve the problem?" "Is there a way to break the question down into simpler components in order to find a pathway to the solution?" "Are you able to generate more than one way to approach this problem?" Students might suggest strategies such as, "We need to read the problem for the most important information. We can put the problem in our own words."	Students are given a real world problem to solve. In groups, students generate these questions about a problem they are to solve: "What are strategies that I could use to solve this problem?" "How is this problem similar to other things that I have done in the past?" "What have I learned in the past that might help me approach this problem?" "What is the best approach to solving this problem?" "How will we prove our answer is correct?"

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
	Teacher lectures how to find the point of intersection but does not allow for guided or independent practice.	Teacher states, "We are going to find the point of intersection of two linear equations." Teacher then models how to solve the system by graphing, while the students take notes. Teacher modeling is followed by student practice.	Teacher states, "We are going to find the point of intersection of two linear equations." Teacher continues, "A variety of tools are available for you to use, including graph paper, graphing calculators, scratch paper, straightedge, and mini-graphing white boards." The teacher approaches a group and asks, "Are you having trouble figuring out what tool to use? I think it might be helpful if you start with the mini-graphing white board because it is already scaled out for you."	Teacher states, "We are going to find the point of intersection of two linear equations." After the students found the point of intersection of two linear equations, a student in one group says, "We found it by graphing by hand. I wonder if we can confirm that answer." Another student says, "Let's use the graphing calculator to see if we are right." In another group a student says, "Can we create other sets of two linear equations with the same point of intersection?" Students in group begin investigating and develop possible equations.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	The teacher shows a PowerPoint on how to use the distance formula, while students take notes. Students are given a worksheet to complete independently.	The teacher reviews the lengths of the sides of a right triangle and the Pythagorean theorem. The students, with teacher assistance, derive the distance formula. For example, the teacher says, "We used the Pythagorean theorem to find the length of the hypotenuse. Let's look at the points to see how they relate to the lengths of the sides and see if we can develop a formula from that." The teacher continues to guide the development of the distance formula. After the formula is put in the students notebooks, the students complete a treasure map worksheet in groups that practices the distance formula.	Teacher arranges students in heterogeneous groups and provides each group with an investigation related to the lengths of the sides of a right triangle. Teacher says, "As you work through these problems, show how you are coming up with the lengths of the sides of the right triangle." After some time working on the problems, the teacher asks, "What have you noticed?" One group volunteers, "To get the length of the sides, you subtract the two *x* values and then subtract the two *y* values to get the length of the other leg." Teacher responds, "Very good. Continue to work in groups to see if you can write the distance formula. Think about how we use the Pythagorean theorem to help you." Each group derives the distance formula and applies it to finding the distances on a treasure map.	Teacher arranges students in heterogeneous groups and provides each group with an investigation related to the lengths of the sides of a right triangle. Teacher says, "As you work through these problems, show how you are coming up with the lengths of the sides of the right triangle." After some time working on the problems, the teacher asks, "What have you noticed?" One group volunteers, "To get the length of the sides, you subtract the two *x* values and then subtract the two *y* values to get the length of the other leg." Teacher responds, "Very good. Continue to work in groups to see if you can write the distance formula. Think about how we use the Pythagorean theorem to help you." Each group derives the distance formula. After completing the investigation, students create real world scenarios to challenge their peers in applying the distance formula.

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	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.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	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.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "Last class there were questions about the Pythagorean theorem. We have already gone over it. If you have any more questions, please come see me after school."	Teacher says, "Last class there were questions about the Pythagorean theorem. We are going to take a few minutes to review what we've already learned about the Pythagorean theorem." A student responds, "The Pythagorean theorem is $a^2 + b^2 = c^2$."	Teacher says, "Last class, each group became experts in a different way to prove the Pythagorean theorem. Now we will mix up your groups." In jigsaw groups, students present alternate forms of proof. In one group a student says, "Our group cut out the pieces of the squares from the legs and got them all to fit in the square off of the hypotenuse." Another student says, "We used dot paper and counted the areas of the squares of the legs and made a table."	Teacher says, "Last class, each group became experts in a different way to prove the Pythagorean theorem. Now we will mix up your groups." In jigsaw groups, students present alternate forms of proof. In one group a student says, "Our group cut out the pieces of the squares from the legs and got them all to fit in the square off of the hypotenuse." Another student says, "We used dot paper and counted the areas of the squares of the legs and made a table." The original student responds, "That is good, it makes the data more organized. As the legs got bigger it was harder to figure out how to arrange the pieces to fit." The teacher asks, "Are there any more ways to prove the Pythagorean theorem?"

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				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
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.	**SAMPLE EVIDENCE**			
	Teacher assigns students problems to present on parallel lines but does not give them any criteria for success.	Teacher states, "Remember as you are preparing your presentations, make sure to show all your work and clearly explain your thinking."	Teacher states, "As we work to prepare our oral presentations on parallel lines and transversals, we need to revisit our schoolwide rubric for public speaking. We need to make sure our presentations are well planned, our solutions are supported with evidence, and are mathematically accurate. Let's look at the rubric and make sure we understand the expectations." Students review each section and give examples such as; "I understand this part of the rubric is about making eye contact with the audience." "I need to use the formal language of the content in my presentation."	Students suggest criteria for assessing their presentations. A student adds, "In addition to our three rubric areas, we should include our use of technology, like did we effectively use Geometer's Sketchpad to enhance our presentations."
	Teacher says, "When you have finished your work, put it in the bin on my desk." Teacher checks student work to see if they met the learning target.	At the end of class, the teacher says, "Please reread the learning target and assess what you think is your progress toward meeting that target."	Throughout the lesson, teacher periodically prompts students saying, "Review your work, and assess your progress toward meeting the learning target by using the rubric. Remember now is the time to make improvements."	Without prompting, students self-assess and remind each other of their progress toward the learning target by using their success criteria.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "Put your finished worksheet on your desk so I can come around and check it off. You don't have to pass these in to me. I just want to know that you finished it."	Teacher says, "Put your finished worksheet on your desk. Did everybody understand the difference between negative and positive slope?" Students nod their heads, and the teacher says, "Good, we all got it!"	Teacher checks in with each group and asks questions to check students' understanding of slope. As she works with one group, she asks, "Do all lines in the first quadrant have a positive slope?" A student from the group responds, "No, the quadrant does not determine if the slope is positive or negative; it is the direction of the line." The teacher asks, "Can someone explain that?" A different student says, "Yes, if the line goes up from left to right it is positive; if it goes down then it is negative." The teacher says, "That was a clear explanation."	Students check each other's understanding of a slope. Student says to partner, "How do you know the line on this graph has a negative slope?" Partner replies, "Even though it is in the first quadrant, which may have confused you, the line is going down from left to right, so the slope has to be negative."

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	Teacher says, "So far you have a C. If you add more, you could get a better grade."	Teacher says, "You have done a good job. Please add a step to your proof that defines supplementary angles."	Teacher says, "You have arranged three copies of your same triangle, so that the sum of three angles appears to form a line. Next, you need to give an argument as to why you will always have a line. Remember, as you make your argument, include what we have just learned about supplementary angles."	Teacher notes, "Before we present our arguments, each of you will participate in a peer review. As you go into your groups, here are some examples of questions you can ask your partner." (Teacher points to posted questions on the board.) Questions on the board: Is it clear what you are setting out to prove? Do you show all your work? Can you justify each step of your reasoning? Does your diagram match your explanation? Is there any information in the solution that is unnecessary? Or should I add something? Have you used correct vocabulary?
	Student says, "I think I am finished." Teacher says, "I think you should take more time."	Student says, "I added one step, but I don't know what else to do." Teacher says, "Check your use of vocabulary words."	Student says, "I added some of our vocabulary words, like transversal and supplementary to make my explanation more clear like you said I should do."	Student says to another student, "You said that I needed to adjust my diagram because it was confusing. I redid it. Can you look it over and see if it is clearer?"

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
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.
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.	**SAMPLE EVIDENCE**			
	A student group asks for help. "We are not sure how to get started on this problem." Teacher tells group, "Do not worry about it just now, go to the next problem."	Teacher says, "I noticed that many of you struggled with the last problem. We are all going to take a few minutes to review the concept and the steps you are using to solve the problems."	In the middle of a lesson, teacher notes that some students are struggling with practice problems, while others have completed the work. The teacher says, "Next we are going to divide into three groups." The teacher assigns students to one of three groups. Teacher says, "Group 1, we are going to work together to review the topic from a different perspective. Group 2, I would like you to choose two of the practice problems and find at least one alternate way to solve each of the problems, and group 3, continue working on the practice problems, compare your work, and see if you can agree on your responses."	Student says, "I'm not ready to practice this on my own yet. Can you explain this to me in another way?" Other students ask to participate in extra instruction. Teacher provides requested learning opportunities by pairing students with learning partners.