

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

**Evidence Guide
Illustrative Examples of Art 9-12**

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*

Contents

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	3
Domain 2: Planning for Active Learning	14
Domain 3: Instruction for Active Learning	23

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>Teacher says, "Last week we saw some of the images that were hidden in some of Van Gogh's paintings. Today you are going to incorporate into your painting a bit of hidden imagery—a symbol that represents something that is important or valuable to you." Before you start your work, talk for three minutes at your tables to brainstorm your ideas for different symbols. I will then choose the symbol for your project."</p> <p>Teacher does not smile once during the lesson. She shakes her head and winces as she looks at one student's work.</p>	<p>As she circulates, she interrupts two groups as they work. To one of the groups, she says, "Please pause right now so that I can show you a technique that might be helpful." To the other group, she says, "Stop. I need to show you something." At a third table, all students in the group are saying please and thank you as they share their supplies and materials. She notes, "Jeremy, you remembered to say please. Good for you." She does not acknowledge the other students who had used please and thank you in their exchanges.</p> <p>Teacher smiles, nods, and gives a thumbs-up to one group as she looks at their work. She visits three other tables, looks at their work and does not provide feedback.</p>	<p>Teacher models the use of polite language by saying please and thank you. When students use polite language with each other, teacher consistently provides positive reinforcement for their behavior.</p> <p>Teacher's voice is modulated; she smiles often. Each time she talks with a student or a group of students, she bends down to their level, looks in their eyes and acknowledges their ideas with nods of agreement or a tilt of a head and a gesture to show she is pondering their information.</p>	<p>As she demonstrates the color mixing technique, some paint splashes on the table. The teacher asks a student, "Could you please hand me a paper towel," and says thank you when the student does so. As she circulates, she initiates her suggestions with please (e.g., "Please consider..." or "Please remember to..."). Each time she hears students using polite language with each other, the teacher consistently notes their words with positive reinforcement such as "I'm hearing courteous language at this table. Nice!"</p> <p>It is evident that the teacher has created a positive learning environment. In addition to the proficient characteristics the teacher has created opportunities for students to assist one another. The teacher provides supplies at the front of the room; students volunteer to gather supplies for their table where other students are heard saying "Thank You".</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 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.
	Teacher often calls on the same students even if their hands are not raised. If another student interrupts someone, teacher does not redirect.	To prompt a discussion about a work of art by Van Gogh, the teacher poses a series of questions. Out of the seven questions posed, she calls on the first student who raised a hand for seven of the nine questions. For one question, she calls on a student who had not raised a hand. When a student asked, "How come you called on Sarah? She didn't raise her hand," the teacher answered, "I'm trying a new strategy." Four of the students are interrupted by their peers as they were answering the teacher's question. The teacher told one of the interrupters to wait his turn, but said nothing to the other three students who had interrupted.	Teacher draws cards randomly from a set of student name cards, and thus consistently calls on a variety of students even if their hands are not raised. When another student interrupts a peer, the teacher politely asks the person to wait her turn.	Teacher and students respect each other's opinions and ideas at all times. The classroom environment allows for risk-taking.

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.
	Teacher asks, "What is a fish doing in the sky?" When the student starts to tell the teacher about his interest in fishing, the teacher says, "I hate fishing. It's so boring."	Teacher circulates among tables, asking one or two students at each table about their symbols. Teacher announces to the class, "Some of you are incorporating some interesting symbols into your work."	Teacher circulates among tables, asking each student about their symbols. Teacher says to one student, "I see you've incorporated a fish into your sky as your symbol. Tell me a little bit about why you've chosen a symbol of a fish." The student tells the teacher about fishing with his dad and how the fish sometimes jumps so high they seem to fly. The teacher says "I bet you look forward to those special times with your dad. I look forward to seeing your finished art work."	Students express interest in personal connections revealed in peer's artwork. Students share experiences with their symbolic artwork.

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>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>There are limited visuals around the room that show art from only one culture and stylistic period.</p> <p>Teacher rarely provides or promotes opportunities for each student to share their background and cultural heritage through art production. Teacher does not correct disrespectful comments made about race or culture.</p>	<p>On the bulletin board are pinned posters of portraits of famous men and women in history. All but one are of Europeans or Americans. One poster is of Wanli, 14th emperor of the Ming dynasty. A library and/or access to a computer allow students access to other artworks.</p> <p>Teacher sometimes provides and promotes opportunities for students to share their background and cultural heritage through art production.</p>	<p>Posters around the room show art from different cultures and stylistic periods. A library and/or access to a computer allow students access to a wide range of diverse artworks for student use.</p> <p>Teacher says, "Last week we viewed some of the images that were hidden in some of Van Gogh's paintings and we explored his technique of arranging colors in complementary and simultaneous contrast. Today you are going to incorporate that technique into your painting, as well as a bit of hidden imagery—a symbol that represents something that is important or valuable to you. Before you start your work, talk for three minutes at your tables to brainstorm your ideas for the symbol you will choose."</p>	<p>Teacher permits students to present their visual representation from their own culture or ancestry. Posters around the room show art from different cultures and stylistic periods. A library and/or access to a computer allow students access to a wide range of diverse artworks for student use.</p> <p>Teacher says, "Sometimes it's challenging to come up with a symbol. Before you start your work, talk for three minutes at your table to interview each other about your interests, the people you care about—what matters to you. Then help each other brainstorm ideas for the symbols you will use." Students work in groups, asking each other questions about interests, the people/things they care about, etc.</p>

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>
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.
	No classroom rules or expectations are established and/or enforced. Teacher disregards student input.	Teacher provides a list of five different symbols that students can use in their paintings. Teacher explains the meaning of each symbol and allows students to choose the one that means the most to them. One student asks, "Can we make up a symbol if none of these work for us?" The teacher says, "No, not for this assignment."	Teacher says, "Sometimes it's challenging to come up with a symbol. Before you start your work, talk for three minutes at your table to brainstorm ideas for the symbols you will use." Students work in groups, asking each other questions about their interests, the people/things they care about, etc. At one table, a student from Lebanon is describing the ways in which his life differed from the way he lives in the U.S. At another table, a student from Brazil is talking about the importance of soccer. The other students at both tables are leaning in and asking questions about life in these other countries.	Teacher says, "Last week we viewed some of the images that were hidden in some of Van Gogh's paintings and we explored some of his stylistic techniques. Today you are going to incorporate into your artwork a bit of hidden imagery—a symbol that represents something that is important or valuable to you." Teacher provides a menu of options that offers students choices about the medium/style they can work in to produce their own Van Gogh.

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

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

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely appropriate OR teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
	SAMPLE EVIDENCE			
	<p>The teacher is giving a demonstration. Students are talking during the demonstration, and the teacher does not address their behavior.</p> <p>Students come into the classroom boisterously. They have food, and pass around cookies. Girls are showing each other pictures of their prom dresses on their phones. The teacher sits at her desk, takes attendance, talks with a couple of the students who come up to her desk, and then seven minutes into the class period, says to the class, "Are you ready to begin? Could you please start getting out your projects and materials now?"</p>	<p>The teacher is demonstrating use of a new tool that has some safety issues. Some students start talking during the demonstration. The teacher refers to the class rule about respect for others. Some students continue to talk, and the teacher does not respond.</p> <p>Teacher says, "We need to remember to raise our hands to ask questions about the character map." Students call out answers, and teacher acknowledges their responses.</p>	<p>Students are quiet while the teacher is giving safety instructions. When a student interrupts, the teacher refers to the posted listening expectations, and the student responds with the expected behavior.</p> <p>Teacher states, "Thank you for making sure that you thoroughly washed all the paint out of your brushes today—you did a really great job using that brush soap."</p>	<p>Students are learning how to use a new kind of tool that has some safety issues. One student blurts out a question during the demonstration. Another student quietly says to him, "Remember, it is extremely important that we not miss any information about this new tool. It's dangerous if we don't use it correctly. Let's let the teacher continue without interruption. Please raise your hand if you have a question."</p> <p>Student puts index finger against his lips to remind group members to quiet down. Group members copy the cue and stop talking to listen to the teacher continue directions for the project.</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>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR teacher seamlessly responds to misbehavior without any loss of instructional time.
	Students are working on projects in class but are not fully engaged. They continue to take out their phones and text while they work on their projects. The teacher ignores this behavior.	One student enters the room three minutes late. The teacher says nothing to the student and marks the student tardy. Another student also comes in three minutes late. The teacher says to the student, "Those halls are crowded, aren't they?" and does not mark the student tardy.	Teacher says at the beginning of class, "I noticed at the bell that a couple of you still had your phones out and were texting, thus you did not get right to work. What is our level of commitment in here? At the beginning of the year, you helped set the rules and you agreed that making the most of every class period was very important. It is a privilege to take an art class. Let's remember the rules that you helped set and remember that they are rules for everyone, not just for some of you. Put the phones away. We are not using them for anything in class today."	As soon as students enter the room, students get out their projects, gather their materials, and get to work.

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>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Two students are having a loud argument. They start calling each other names. The teacher does not respond.	In a class critique, a student states, "I don't like Jake's sculpture, it's just gross." The teacher says, "Just because you don't like something, you can't just say that it's gross. You should know better than that."	Teacher introduces format and ground rules for peer critiques. Teacher states, "Each student will have the opportunity to present his or her work and talk about the process of the meaning of the work. The students in the rest of the class will ask questions, offer positive feedback, and constructive suggestions for improvement. This is to be a positive format in which each student can learn about his or her work, and the rest of the class can develop a better eye for art by analyzing others' work. Critiques are neither shallow popularity contests nor are they a place to make someone feel bad." Students spend the rest of the class period trying out the critique format, with the teacher as the facilitator.	After being in class critiques facilitated by the teacher, students run their own critiques, with students taking turns being the facilitator.
	The teacher does not provide time for students to complete a thorough cleanup job. As a result, students do not attempt to clean up their workspace.	Teacher praises girls for a thorough cleanup job but does not recognize when boys do an equally thorough cleanup job.	A student reminds the teacher that it is almost time to cleanup. The teacher says "thank you very much for the reminder; let's begin to clean up our spaces. The teacher acknowledges and compliments each table as they clean.	Student says to another student, "I really appreciate how clean you left those palettes. It will make it much easier for us to set up our paint tomorrow."

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>Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</p>
SAMPLE EVIDENCE				
	<p>Teacher signals for students to move to their tables. This takes approximately 45 seconds. Teacher distributes all materials. Everyone is working by six minutes.</p> <p>Teacher says, "It is time to clean up your paint supplies." Students begin to argue over who will perform each task (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule. Teacher does not share information with students. Teacher becomes flustered and announces to students, "Cafeteria staff has ruined our schedule again. Find something to do until I tell you when it's time for lunch."</p>	<p>Teacher signals for students to move to their tables. This takes approximately 45 seconds. Students argue over roles at the table. Materials are laid out and everyone is working within two minutes.</p> <p>Teacher says, "It is time to clean up your paint supplies." Teacher has to remind students of their roles (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule. Teacher says, "I would like everyone to choose a book from the in-class art library and enjoy some quiet reading time until it is time to go to the cafeteria." Students are wondering why they are reading instead of working on their painting project.</p>	<p>Teacher signals for students to move to their tables. This takes approximately 45 seconds. Students have pre-established roles at the table. Materials are laid out and everyone is working by 1.5 minutes.</p> <p>Teacher says, "It is time to clean up your paint supplies." Each student at a table of four, performs various clean up tasks (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule and announces to students, "Since there is a change in our lunch schedule, I would like everyone to choose a book from the in-class art library and enjoy some quiet reading time until it is time to go to the cafeteria. You may share with a friend as long as you do so quietly. Any questions?"</p>	<p>Without prompting, students gather supplies and begin working. Students remind each other of the process as they work and remain on task until the end of class.</p> <p>Students are mindful of time and clean up on their own. Each student at a table of four performs various clean up tasks (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule and announces to students, "Since there is a change in our lunch schedule, you may choose whether to spend a little time working on your projects or, if you prefer, you may choose a book from the in-class art library and spend time reading until it's time for lunch. Any questions?"</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>	Teacher lists all of the visual arts standards in the lesson plan (i.e., does not identify art standards specific to lesson). Lesson objective is to complete a color wheel based on the teacher’s model.	Some of the visual arts standards listed in the plan support the content of the lesson, but other standards listed are not addressed in the lesson content. Lesson objective is to complete a color wheel based on the teacher’s model. Teacher selects and assigns emotions to colors. Students follow teacher’s lead to create their artwork.	Teacher has identified the specific visual arts standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards. Lesson objective is to create a color wheel based on prior knowledge. Students select colors and create value scales. Students will apply knowledge to create an expressive piece that conveys a particular emotion.	The teacher has carefully selected the visual arts standards for the lesson content based on the students’ needs; all lesson activities and planned assessments are aligned to the specific standards. Lesson objective is to create a color wheel based on prior knowledge. Students select colors and create value scales. Students will apply knowledge to create an expressive piece that conveys chosen emotion. Students will pair up to explain and reflect on their connections between color and emotions and present their finding to the class as a whole.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge <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>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	SAMPLE EVIDENCE			
	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . Teacher identifies and describes the image for the students (e.g., students list subject matter and colors).	Teacher plans for students to view Van Gogh's, <i>Café Terrace at Night</i> . Students will verbally analyze the image based on teacher's specific prompts (e.g., teacher asks students to explain where the artist creates contrast in the work through the use of color). Students will create a painting based on the teacher's selected emotion for the class.	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . Students will verbally and in written form interpret the image in terms of emotion, mood, color, content and technique. Students will create an expressive painting using the ideas explored in the response activity.	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . In pairs, students evaluate the image verbally and in written form in terms of emotion, mood, color, content and technique (e.g., students are able to justify their interpretation based on prior knowledge and experience). Students will create an expressive painting using the ideas synthesized in the response activity. Upon completion of their painting, their work will be displayed with an artist statement.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	<p>In a series of lessons on color theory, teacher plans for students to create a portrait of a generic person based on teacher direction.</p> <p>Teacher plans for the students to read an article on Van Gogh.</p>	<p>In a series of lessons on color theory, teacher chooses color schemes and subject matter for students to use for their painting (e.g., students create a self- portrait, using only cool colors).</p> <p>Teacher plans for the whole class to read an article on Van Gogh and, as a class, define vocabulary.</p>	<p>In a series of lessons on color theory, teacher plans for students to investigate subject matter and color based on prior knowledge acquisition. Students view various artist exemplars and experiment with color schemes to be used in their expressive painting (e.g., students create a self-portrait using color as a means of expression).</p> <p>Teacher plans for students to read an article on Van Gogh and define unfamiliar art vocabulary in their daily art journal. Students will share their lists with a partner.</p>	<p>In a series of lessons on color theory, teacher plans for students to investigate subject matter and color based on prior knowledge acquisition. Students independently research various artist exemplars and experiment with color schemes to be used in their expressive painting (e.g., In addition to creating a self-portrait students will produce studies on individual facial features). Upon completion of their painting their work will be displayed with an artist statement.</p> <p>Teacher plans for students to research articles on expressive painters and independently explain the use of the art elements and principles in relation to the work of their chosen artist. In addition, students will speak to specific artist techniques that have added interest to work (e.g., brush strokes).</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			
	Lesson is planned based on previous year’s curricular activities and past art assignments. In her lesson plan book, teacher has affixed a sticky note dated from the prior year. Note states: “Lots of confusion. Try this activity later in the year!” The date on this year’s lesson plan is six weeks later in the year than the date on the sticky note. Teacher will demonstrate an art-making technique to the class.	Lesson is planned based on previous year’s curricular activities and past art assignments. In addition, lesson plan book includes teacher’s “note-to-self” to be sure to remind students to refer to their previously created color wheels as they create their new work of art. Teacher plans for the whole class to work with the basics of a particular media process.	Lesson is planned based on prior assessment data, current formative assessments and observation of student needs and interests. Teacher plans that one group will work with the basics of a particular media; another will explore the more advanced aspects of the process addressing the needs, skills and interests of all students.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps. Students share their progress-to-date and next project focus. Teacher plans to provide choices to groups after they research/explore specific art-media techniques. Groups will then select the process of their choice and reflect and share their creation.

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			
	Teacher plans to provide articles for students to read independently.	Teacher plans to provide students with articles to read with embedded vocabulary and definitions prior to starting a new project.	Teacher plans to provide students with articles to read with embedded vocabulary. Students then determine the meaning of the art vocabulary words through written and verbal expression and share with the class.	Teacher plans for students to select an art related passage to determine the meaning of the art vocabulary words. Students are to embed the vocabulary into artist statements that they will present to the class. Students will also use vocabulary during verbal critiques and place on the art word display bulletin.
	Teacher plans to have students copy vocabulary and definitions off the white board.	Teacher plans a vocabulary sorting activity based on elements, principles and/or techniques.	Teacher plans for students to use art vocabulary from the class’ “Essential Art Vocabulary” list during their discourse and in their written reflections at the end of the lesson. Students share with the class.	Teacher plans to allow students to write instructions and/or descriptions for a particular process using appropriate art vocabulary. Students will rotate as facilitators of the lesson.
	Teacher plans to read aloud from an article on the evolution of Van Gogh’s style. Students will follow along as she reads; underlining the words she has listed on the whiteboard as art vocabulary.	Teacher plans to provide students with a task of determining the meaning of art vocabulary within a passage or visual reference using a glossary/dictionary.	Teacher plans to provide students with a task of determining the meaning of art vocabulary within a complex passage or visual reference. Students reflect and write in art journal and share in class.	Teacher plans for students to propose activities that illustrate the meaning of art vocabulary within a complex passage or visual reference. Students become guest facilitators.

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 introduce different pieces of art by different artists from one culture/time period. Teacher plans to pose the question, "What do you see?" Teacher plans to ask students to write what they see in the artist's work.	Teacher plans to introduce different pieces of art by different artists from one culture/time period. Teacher plans to pose the question, "What do you think the artist was trying to say?" Teacher plans to follow up the initial question with, "How do you know the artist was trying to say that?"	Teacher plans to introduce different works by artists of different time periods and cultures and will ask students to describe, analyze, interpret, and judge the work using guided questions such as, "What kinds of tools (compositional, subject matter, visual language) have these artists used to express their ideas?" Teacher plans to follow up initial questions with a task in which students are charged with comparing and contrasting how different artists create meaning.	Teacher plans to introduce a new work of art. Students will be challenged to generate their own questions and model answers about the meaning of the work. Teacher plans to have students generate a parallel creative writing piece that conveys similar meaning to one of the chosen works of art.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>Teacher plans to allow students to sit where they want in the classroom.</p> <p>Teacher plans to prepare one visual for all students to use. All students will be assigned the same task.</p>	<p>Teacher plans to have students count off 1-4. All students do the same lesson.</p> <p>Teacher plans to prepare several visuals from different cultures and time periods. All students will use the same visuals in groups. All groups will be assigned the same task.</p>	<p>Teacher plans to assign groups based on the needs of the class and interests of the students (e.g., fine motor skills, gross motor skills, behavioral, ELL, social, etc.).</p> <p>Teacher plans to prepare a variety of visuals from different cultures and time periods. Teacher has selected specific visuals for each group to use. Each group will be assigned a different task, according to the meaning that they are going to express.</p>	<p>In preparation for the art task, the teacher plans for each student group to agree on a work of art representative of a world history topic. Before they create their work of art, they will research the connection between their work of art and the world history topic.</p> <p>Teacher plans the following open-ended tasks for students: "Now that you have chosen a work of art and world history topic, create a significantly meaningful work of art that represents what you learned from your research. We will have an art gallery/show and you will present your masterpiece."</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher plans to present a work from a different culture or time period and to direct students to analyze the work.	Teacher plans that students demonstrate an understanding of selected artwork representative of different cultures and time periods through the use of art specific vocabulary. Students will provide an analysis and give evidence to support opinions.	Teacher plans that students demonstrate an understanding of selected artwork representative of different cultures and time periods through the use of art-specific vocabulary. Students will provide a complete analysis and give sufficient evidence to support opinions	Teacher plans to provide students with examples of an effective art analysis. Students will generate a list of criteria that describe a high-quality piece of analytical writing and create the rubric.
	Teacher plans to direct students to write at least five paragraphs for their analysis.	Teacher plans to require that the analysis be structured as a five-paragraph essay. Teacher will distribute written rubrics about art analysis at the beginning of the lesson, and will direct students to keep the rubric with them as they write their papers.	Teacher plans to distribute written rubrics about art analysis at the beginning of the lesson, and to pose clarifying questions for students to discuss in their groups (e.g., what does the rubric tell you about how to write a high-quality analysis?)	Teacher plans to share exemplars of written analyses. Students will generate a rubric that identifies key elements of a quality analysis.
Teacher plans for students to hand in their work at the end of the lesson without discussion/reflection.	Teacher plans to remind students of the time at 10-minute intervals throughout the lesson. Students use these reminders to gauge their progress toward completion of the assignment.	Teacher plans to provide time for the students to use their rubric to peer critique their analyses and share with class.	Teacher plans to provide time for the students to use their rubric to peer critique their analyses. The teacher will invite students to add more specific criteria to the group generated list as they peer critique their analyses. Students will write a reflective essay in their art journals.	

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
	SAMPLE EVIDENCE			
	At the end of the lesson, the teacher will record how much of the essay each student has completed (done, almost done, needs more time).	Teacher plans to circulate among students and ask about the topic they are addressing, how far they have gotten, etc.	Teacher plans to implement formative assessments and ongoing monitoring of progress, through the use of appropriate questions specific to the lesson, group discussion for review, turn and talk, activity for understanding (e.g., specific to elements and principles of design), interactive games, monitoring of knowledge through their artwork, and exit questions.	Teacher plans to use a self-assessment rubric for student reflection comparing and contrasting student's artwork with lesson exemplars.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

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

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

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

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Students generate a personal list of color choices they might use to express their moods and emotions.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions, including rationale.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions, including rationale. Teacher facilitates by checking each group and offering assistance as needed through guided questioning.	Students work in groups looking at various examples of art work created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions, including rationale. Teacher facilitates by checking each group and offering assistance as needed through guided questioning. As a next step, students conduct research in the area of psychology, science, literature, etc. and compose a written piece in the genre of their choice.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "We are going to create a blog about Van Gogh. Please use art vocabulary in your blog posts." Student says, "Did you teach us about blogs?" Teacher says, "Your generation is part of the digital age; figure it out." Then teacher walks away.	Teacher says, "We are going to create an informative blog that celebrates the life and artwork of Van Gogh. The language of the blog must incorporate our art vocabulary."	Teacher says, "Let's review the list of elements and principles of art. We are going to create an informative blog that celebrates the life and artwork of Van Gogh. The language of the blog must incorporate our art vocabulary."	Teacher says, "Let's review the list of elements and principles of art. We are going to create an informative blog that celebrates the life and artwork of Van Gogh. The language of the blog must incorporate our art vocabulary." Students must visit and comment on each other's posts twice a week.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

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

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.
	Teacher says, "Pass in your artwork to me with your name and the name of the artwork on it. I will write a name tag with your name and the name of your artwork, and I will determine and write the theme of your artwork."	Teacher says, "We are going to take the artwork that you create based on your studies of artwork from different cultures and time periods and display the work in the main showcase by the office. I would like you to make a title card for your work that includes your name, the name of the artwork, and the theme of the artwork."	Teacher says, "We're going to take the artwork that you create based on your studies of artwork from different cultures and time periods and create a mini-art museum in the school library. We just took a field trip to the New Britain Museum of American Art and we were looking specifically for what kind of information an art museum needs to offer and how to set it up. What kind of information will we need to post? What kind of signage will we need? How will we organize the information? What is the hierarchy of the information? I want you to gather the research you have conducted, your notes from discussions and critiques, sketches from your sketchbook and also write a final self-reflection about your artwork. I also need two volunteers to act as museum curators and organize the information submitted. The curators need to be well organized, able to follow directions, have good computer skills, and be willing to do extra homework. The curators will get an extra-credit project grade for their efforts."	As students are discussing their ideas at their tables, one group gives each other "high-fives" and asks the other students to hear their idea. Students at each table discuss, then vote, on their ideas. All tables agree to the proposal. One student asks, "How will your display look?" Another suggests, "Remember that exhibit we saw last week at the New Britain Museum of American Art? Why don't we set it up the way they did?" The next student cautions, "We don't know much about organizing an exhibit. We should probably interview someone who worked on that NBMAA exhibit." Another student asks the teacher, "Can you ask the town library if it's OK for us to use the library for our display?" Students then organize themselves into groups based on their interest in the different tasks and each group begins to work on their part of the mini-museum project

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.
	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion." Teacher asks students to recall certain highlights of the discussions and elicits no responses.	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion. Today, you are going to sketch and choose a color scheme for your artwork."	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion. Today, you are going to sketch and plan your color schemes and explain how they will be used in your artwork." Teacher says to the students, I would like you to take one of the works of art you have been studying and find the theme. Write a haiku or other form of poetry with the same theme as the work of art.	Students independently seek additional information to aid in the development of sketches and color schemes. Students will chronicle the process of the selection and reasoning behind their color schemes. Students extend their understanding and learning of the recently taught unit through independent projects. Some students compose and play music based on a work of art they have been studying. Others write a poem based on artwork they have been studying. One girl who is a dancer even choreographs and performs a dance with the same theme as a work of art she has been studying.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Uses resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Uses resources and/or groupings that minimally engage students cognitively and support new learning.</p>	<p>Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.</p>	<p>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher consistently places students in the same homogeneous groups to watch a YouTube clip about digital media apps, and students complete a worksheet.</p>	<p>Teacher arranges students in groups and notes that they have been discussing the use of color in digital media apps. Teacher presents a YouTube clip that highlights the development of digital media apps. Students explain the color schemes represented in the digital media apps and how they capture attention.</p>	<p>Teacher arranges students in heterogeneous groups and notes that they have been discussing the use of color and design in digital media apps. Teacher presents a YouTube clip that highlights the development of digital media apps and asks students to analyze the use of color and design. Teacher directs students to work in small groups to brainstorm ideas for new app designs.</p>	<p>Teacher allows students to select their own partners to capture the steps of creating original digital media apps and import them to YouTube. Students present their ideas for peer review and refinement and pursue venues for product development. (i.e. Apple).</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.
	The teacher says, "Look at the artwork you have been working with. Make an art project from it."	Students are seated in pairs according to the teacher's plan. The teacher says, "I want you to talk with your partner on the time period or culture you have been studying. After you have shared, you will discuss both and choose one from which to create an art project. The art project must specifically reflect its time period or culture, and the artwork must express a specific meaning or have a specific purpose."	Students are seated in pairs according to the teacher's plan. The teacher says, "I want you to think-pair-share with your partner on the time period or culture you have been studying. Share with him or her the resources you have gathered, and even more importantly, the insights you have gained about this time period or culture. After you have shared, you will discuss both and choose one from which to create an art project. The art project must specifically reflect its time period or culture, and the artwork must express a specific meaning or have a specific purpose. After you have completed the project, you and your partner will be presenting the project to the class to explain the main purpose or meaning of the artwork and its historical/cultural context."	Student partners seek each other out; motivated by interest in each other's chosen artwork. They each think-pair-share with their partner on each other's time period or culture. The students collaboratively create two art projects, based on each other's time period or culture. After completion of the projects, the partners will be presenting them to the class to explain the main purpose or meaning of the artworks and their historical/cultural context.

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>
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.
<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, "I have organized the artwork you have been studying into common meanings and purposes. Plug this information into a Google spreadsheet and save in your Google folders."	The teacher says, "Today, we will put our artwork out on the table and in groups, you will search for commonalities in the work. I have categories for common traits: texture, color, shape/form, line, proportion, pattern, meaning, purpose, and I have sticky notes with a color key for each trait. I will give everyone sticky notes to color code work that you think has something in common with another work. For example, if you think that this African nail figure has something in common with this Giacometti sculpture, you could mark it with purple for texture. At the end of the session, we will share and discuss what we found."	The teacher says, "As a class, we have been sharing artwork from different time periods and cultures. We have been using art vocabulary to describe the artwork. You have shared artwork with a partner and with the rest of the class. Today, I want you to try to find common qualities in the artwork that is on the tables. In your group, you will discuss among you which works are similar in meaning and why. Use your phones to take a snapshot of each artwork in your collection of similar artwork and then create a collaborative Google doc about what the common meaning of the works is and how each work reflects that meaning. You don't have to use the camera phone shots of your chosen artwork; you are just taking those photos to keep track of the artwork. You can look up good quality images of those works to paste into your Google doc to present to the class at the conclusion of the project. Everyone will be expected to do equal work."	After examining each other's art examples from different time periods and cultures, students decide that they want to look for common meaning in different works of art. They set out all of the prints on the tables in the classroom, and once they find works with common meaning or purpose, break themselves into small groups by meaning or purpose. The small groups then discuss the meaning in depth, compare and contrast each work in the group, and then meet together as a class. They discuss how to present their findings, and decide to have an art opening for the school. One student creates a sign-up sheet of materials to prepare; students sign up to bring refreshments, flowers, and sign up for the school display space and to set up a laptop and a portable SMART Board. They generate a plan for their opening: Students will present groups of artwork together that have common meaning, comparing and contrasting work within those groups. In addition to their family members, each student

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>
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.
				identifies the people they will invite (i.e., which of their peers, faculty, administrators, and community members they will be responsible for contacting).

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>
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.
<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 assigns students a project but does not give them a rubric.	Teacher says, "Here is the rubric that we have been using. Fill it out when you are done with your project."	Teacher says, "We are going to start our portrait masks today. Let's look at our common art rubric which also reflects our schoolwide learning expectations of communication, collaboration, information literacy, creativity, problem-solving, and community and civic responsibility. Let's read and discuss the rubric, looking at sample pieces of former student artwork, to be sure that we understand the expectations." (Students review each standard and discuss why they scored the works the way they did.)	Students meet in small groups to determine what kinds of art projects they will create. (Students working with cultures and time periods where identity is significant decide to create masks. Students working with cultures and time periods where a sense of place is significant create landscapes. Students working with cultures and time periods where emotional expression is important create abstract paintings or drawings.) All of the groups reconvene and decide as a class what the grading criteria should be. They discuss how they have been graded in the past, and how that grading was significant to their learning, and relevant to the artwork they created. They also consider what qualities are important in master works they have seen. Their final list of grading criteria consists of creativity, skill, investment, problem-solving, and communication.

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>
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.
	Teacher says, "When you are done with your mask, leave it out on the back table to dry."	Teacher says, "It's important to take a look at your mask as you work on it. Don't wait until the end to grade it."	Teacher states, "As we work on the portrait mask, you will be assessing it in stages, using the common art rubric provided. In the first two stages, you will be drawing it in your sketchbook. You will begin with thumbnail sketches of ideas for facial expressions for the mask. That will be for the first self-assessment. Then you will make a final color and value sketch in your sketchbook so that you have a full visualization of what the mask will look like. That will be the second self-assessment. Then, after you build the entire plaster armature onto the form, you will do the third self-assessment; the final self-assessment will come when you have completed the final details and color on the mask."	Before students begin working on self-directed projects, they decide that they will assess their projects with their student-created rubrics at critical intervals of the project and at the conclusion of the project.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<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			
	As students are working on masks, the teacher walks around the classroom and compliments the students on their work. "I like that color, Jesse!" "Great job, Sasha!" but does not address any specific learning expectations.	The teacher says, "I want you to create a mask that expresses an emotion. It doesn't have to be any specific emotion; it just has to look expressive."	Students are working on masks that express a specific emotion. Teacher stops by each student seat at regular intervals to check in and make sure that each student is meeting all expectations set for the lesson. Teacher says to student, "What emotion is your mask expressing? How are you using color to do that? Did you exaggerate certain forms on the face to achieve that? What kinds of problem-solving are you having to do to make sure your mask is meeting your expectations?"	Students are critiquing each other's projects as they work. One student says to another, "I like how you massed so much black in the corner to express isolation. You make that very poignant with all of the white surrounding that black." Another student chimes in, "Another element that enriches the isolation is the way that the black paint is subtly spattered just below the corner." The respectful conversations continue in this manner throughout the course of the project.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<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 teacher looks at a student's self-portrait and says, "This is all wrong. Try harder and you will probably do better."</p> <p>Student says, "I think I am finished." Teacher says, "Look again."</p>	<p>The teacher approaches a student with his self-portrait and states, "I think you need to move the nose and the eyes in order to make this look more realistic."</p> <p>Student states, "I moved the eyes and the nose, but I'm not sure if this is right. I'm not really sure if I should have moved them up or down. I can't tell anymore."</p>	<p>Students are working on self-portraits. Teacher looks at a student's work and says, "The eyes themselves are well-drawn but they need to be closer to halfway down the head. Also, what did we learn about the distance between the eyes? Look at how your own eyes are spaced, look at your drawing, and see if you can remember and tell me what we determined in Wednesday's lesson."</p> <p>Student says, "I moved the eyes on my self-portrait further down the head, and made the eyes one eye apart just like the rubric indicated and also what we talked about. Does it look more realistic now?"</p>	<p>Students are working on self-portraits. There is posted on a large bulletin board diagrams showing proper facial proportions and master drawings with exemplary proportional facial drawings. Students have worked with the teacher to set specific grading criteria concerning accuracy of shape and proportion for this assignment, and those rubrics are also posted. The students work on their portraits but have agreed to take a break every 20 minutes so that they can review each other's portraits and offer suggestions based on the diagrams, drawings, and grading criteria.</p> <p>Students revise their work in response to comments made by their peers. One student says to another, "I lengthened the nose like you suggested. Do you think that it captures my likeness better now?"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<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 circulates throughout the lesson to watch students work. At the end of the lesson, he or she says, "Some of you might be disappointed in the results of your self-portraits. Maybe you forgot where the eyes should be placed on the head. Hopefully, you'll remember next time."	Near the end of the lesson, teacher calls for class' attention and asks, "What did you learn from drawing your self-portraits today?" Several students raise their hands. She calls on two. One says, "I learned that I still can't draw faces." "I learned that I have to remember to place the eyes in the right place." Teacher says, "OK, Good. Thanks. I'm going to let you finish up your work and your cleanup."	After teacher has visited two tables, at which she repeated, "I notice that the eyes on your self-portraits are not halfway down the head. That may be why the faces are not looking realistic." She calls for the whole class's attention. She announces, "As I circulate, I'm seeing that a number of you need to remember to place the eyes halfway down the head." She goes to an easel and quickly draws a comparison between a head in which eyes are place a third of the way down from the top, and one in which eyes are correctly placed halfway down. She says, "Do you see the difference? Do you see why it is important to draw the eyes halfway down the face?" After she hears a number of students agree, she smiles and encourages them to make any revisions they need to make. Students review the rubric and return to their work immediately.	Before the lesson ends, the teacher asks students to identify what was helpful to their learning. One student says, "I needed that reminder about where to place the eyes." Another student suggests, "Me too. Maybe for another group you're going to need to remind them about the eyes at the beginning of the class, before they start." The teacher thanks them for their feedback, and says, "I will definitely remind the next class to review the rubric and to focus on the correct location of the eyes."