

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

**Evidence Guide  
Illustrative Examples of ELA 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](mailto:sde.seed@ct.gov)

# Connecticut Evidence Guides

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

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**T**he *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*<sup>1</sup> 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](mailto: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](mailto: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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b> Rapport and positive social interactions</b>	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>	<b>SAMPLE EVIDENCE</b>			
	When the teacher assigns students to work in pairs to compare and contrast theme in two fictional texts, one student says, "I don't want to work with him. He's stupid and we'll never finish." The teacher replies, "Okay, you can work with someone else."	While charting evidence on comparing and contrasting theme in two fictional texts, one student complains to another, "You work too slowly. Let me do it." Teacher replies, "We respect all students in this classroom." The student replies, "But he's stupid," and the teacher does not respond.	While charting evidence on comparing and contrasting theme in two fictional texts with Google Docs, a student says, "I don't know how to delete a comment from the margin." A neighboring student replies, "Let me show you." The teacher says, "I appreciate the way you're helping one another."	When one student interrupts another, a third student says, "Let him finish talking. He has some great examples of evidence that supports the themes between the fictional texts."
	As a student stammers while reading, the teacher sighs loudly and visibly slumps his shoulders.	As one student is reading aloud, he stumbles over a word. The teacher tells him, "It's okay," and helps pronounce the word. Later, another student stumbles over a word and the teacher scolds, "Stop fooling around."	While one student reads aloud, she stammers over a word. The teacher, who is walking around the room, smiles encouragingly at the student and helps her pronounce the word. Once the student is finished reading, the teacher exclaims, "Great job reading through the difficult terminology. Thank you!"	One student is struggling to read a word. A second student states, "That word is <i>callousness</i> ." "Thank you for helping me," the first student replies.
When students enter the class, the teacher is sitting at her desk working on her computer and does not acknowledge or welcome students.	When students enter the class, teacher greets some students, but not all. Teacher asks Billy how his game was last night but does not engage in a conversation with any other students.	When students enter the class, teacher greets each student individually and by name. Teacher says to Grant and Billy, "How was the game last night? Did we win?" Teacher then turns to Lizzy and asks, "How are you feeling? You didn't sound too good yesterday."	Students enter the class and begin working. One student turns to Lizzy and says, "You missed the last ten minutes of class when you went to the nurse yesterday. I can sit with you and show you how to cite evidence for this question if you need help. I hope you are feeling better."	

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Respect for student diversity</b>	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.
<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>	<b>SAMPLE EVIDENCE</b>			
	Classroom materials do not demonstrate cultural diversity and present a limited point of view on most topics. Materials are only at grade-level.  While researching the impact of theater on Shakespeare's works, a student shares that he visited the Globe Theatre in London. The teacher rolls her eyes and responds, "That's nice..." before moving on.	Some materials reflect some of the diversity of the student body, and teacher mostly relies on whole-class texts for all students.  While researching the impact of theater on Shakespeare's works, a student exclaims that he visited the Globe Theatre over the summer. The teacher stops and asks questions about his experience. Later, when another student chimes in that he visited Central Park over the summer and saw a performance of <i>King Lear</i> , the teacher scolds, "Don't get off topic."	Classroom materials reflect a myriad of cultures. Materials are available in more than one language and at multiple reading levels. Adaptive technologies are used.  While writing research papers on the impact of theater on Shakespeare's work, one student exclaims, "I got to visit the Globe Theatre." The teacher responds, "Wow, that's great! Is it as large and impressive in person as it is in pictures?" As the student is responding, another student shares, "I got to see a performance of <i>King Lear</i> in Central Park. The atmosphere definitely has an impact on the audience." After listening, the teacher asks the class, "Hearing these two experiences, what did you notice about the impact the environment can have on an individual?"	In conjunction with a core text, students will choose an independent reading book which presents a different perspective, such as religion or culture. These choices are available at various reading levels.  Knowing that a student had visited London, the teacher shows a picture of the Globe Theatre. The teacher asks, "I know that Kadajah visited London this summer. Can you share what you know about this building?" Once Kadajah finishes sharing, the teacher asks her to bring in pictures from her trip to share and deepen the classroom understanding of the Globe Theatre.

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Teacher says to the class of 20 students, "You will write a persuasive speech on why the American dream still exists."	Teacher says, "You will write a persuasive speech on one of these American dream topics." Teacher hands out a list of 20 topics to the 20 students and has them determine which topic they will write about.	Teacher says, "You have written numerous entries in your journal during our reading of <i>The Great Gatsby</i> . Revisit your entries and develop an idea into a persuasive speech that you will deliver to the class next week."	Teacher says, "You have written numerous entries in your journal during our reading of <i>The Great Gatsby</i> . You may choose one of your entries to develop into a persuasive speech. You may also choose another topic, but you need to complete a free-write on the topic first. You have the option to record your speech and play it for the class or deliver it in person."

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Environment supportive of intellectual risk-taking</b>	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.
<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>	<b>SAMPLE EVIDENCE</b>			
	<p>Student gives an incorrect answer and teacher says, "Wrong!" Four students laugh and teacher looks at them and says, "Anyone know the right answer?"</p> <p>The teacher asks, "How does Brueghel's <i>The Fall of Icarus</i> seem to reinforce the speaker's ideas about suffering?" When no student volunteers to answer, teacher says, "What is the problem? This is so obvious."</p>	<p>Student gives an incorrect answer and teacher says, "No, not quite." Four students laugh and teacher says, "We do not laugh at mistakes in here."</p> <p>The teacher asks, "How does Brueghel's <i>The Fall of Icarus</i> seem to reinforce the speaker's ideas about suffering? How is Brueghel's depiction of suffering similar to Auden's central ideas in 'Musee des Beaux Arts'? I want to hear from at least two groups."</p>	<p>Student gives an incorrect answer and the teacher says, "What makes you think that? Do you have any text evidence to support your answer? Does anyone else have that same thinking that can help Brandon?" Teacher elicits text evidence from students to support the correct answer and provide clarification.</p> <p>The teacher asks, "How does Brueghel's <i>The Fall of Icarus</i> seem to reinforce the speaker's ideas about suffering? Take three minutes to record your thinking in a journal before you complete the Table Talk activity." After students have completed writing and discussing at their table, teacher asks, "How many of you have had a chance to share your ideas?" All students raise hands.</p>	<p>Student gives an incorrect answer. Another student says, "I disagree with you. I originally thought that, too, but when I looked back at paragraph 7, I saw that I had overlooked Oedipus' motive in this scene." Teacher asks second student to explain further.</p> <p>After students have completed writing and sharing, teacher asks, "How many of you have had a chance to share your ideas?" All students raise hands. Teacher says, "Let's hear some of your ideas." Students share multiple opinions and cannot decide on just one answer. Teacher engages students in Cross the Line activity so they can debate whether our society is compassionate or apathetic.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher says, "I don't expect all of you to recognize the allusions in 'The Waste Land,' so I will explain them for you."	Teacher says, "Today, you're going to work on analyzing allusions again. A few of you have done well with this in the past, so I will expect you to answer four out of five questions correctly. Those of you who didn't do well last time, I expect you to answer two out of five questions correctly."	Teacher says, "I know this seems challenging, but I believe you can do this. Let's work together and discuss what seems confusing. Let's first brainstorm some strategies."	Student says, "Analyzing allusions is difficult. Last time, it helped to stop and talk about examples and share our thinking. Why don't we try that again and point out the textual evidence that made us think that?"
	Teacher says, "For homework, complete the reading of chapter 2 of <i>The Scarlet Letter</i> and answer the four questions. Tomorrow, I will check off whether you did it."	Teacher says, "Using the skill of annotation like we did with chapter 2 of <i>The Scarlet Letter</i> will really help those of you going to college."	When one student complains about reading <i>The Scarlet Letter</i> , the teacher says, "Annotating will help you become better readers and thinkers. Reading is like a workout for your brain. You are all capable of wrestling with a difficult text."	Student says, "Wow, that lesson we had on annotating is really helpful. I can see how I could use this with biology and world history articles when I am getting confused."
Teacher says to the class, "I was disappointed with your last set of essays; hopefully, you will try harder next time."	Student portfolios reflect individual goals, but teacher has not returned student writing. Students are unable to reflect on performance before starting the next writing assignment.	Student portfolios reflect individual goals. Teacher returns student writing prior to beginning a new assignment so that students can complete a self-reflection and record their progress toward achieving their goals.	Students reflect on artifacts in their literacy portfolio and on peer and teacher feedback, in order to select and revise one piece of writing.	



**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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Communicating, reinforcing and maintaining appropriate standards of behavior</b></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>
	<b>SAMPLE EVIDENCE</b>			
	<p>Eight students are talking off-topic during the cooperative group work session, and the teacher does not address the students' behavior.</p> <p>Students in three of the four literature circles are talking to each other while the teacher is explaining how to complete the character analysis map. The teacher does not address the off-task talking, and the students continue to talk through the rest of the direct instruction. One student asks the class, "What are we doing?" Another student says, "I don't get it. Can you give the directions again?"</p>	<p>Students are talking off-task during their cooperative work groups. The teacher points to the group norms chart to remind students of the group work expectations. A few minutes later, the students begin talking off-topic again, and the teacher does not respond.</p> <p>Teacher says, "We need to raise our hands to ask questions regarding the character analysis map."</p> <p>Students call out questions and teacher answers without reminding the class of the protocol for asking questions.</p>	<p>Students are off-task during their cooperative work groups. Teacher states, "Remember our class norms." Students quickly conform and continue working.</p> <p>Teacher says, "I can see that Group Three is working well and is having a productive conversation about the actions of King Lear and the impact it has on his decisions."</p> <p>Students raise their hands and wait to be acknowledged before asking their questions.</p>	<p>Students remind other off-task group members in their cooperative work group, "Hey, we need to finish this task in ten minutes so we need to stay focused." The group members re-engage appropriately.</p> <p>Students remind one another to take turns when they need to contribute ideas to their small group discussion.</p> <p>Student says, "Remember it is Jose's turn next. We agreed that everyone would ask one question, and we have not heard from Jose yet."</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	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.
	Teacher tells students to take out homework. Several students do not have work. Teacher says nothing.	Teacher collects homework. Several students do not have homework. Teacher reminds class of consequences for no homework. The next day, the same students don't have homework. Teacher ignores consequence.	Teacher says, "I have noticed that some students are not consistently turning in homework assignments. Although assignments are posted online, sometimes technology fails us and you can't access the assignments. What other ways are there for you to know what your homework is each night?" Students give possible alternatives to online access. Teacher reinforces each idea.	Students enter class and immediately take out the homework assignment for the previous night. Students begin writing the homework for tonight in their planner without reminders.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Promoting social competence and responsible behavior</b>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	One student interrupts another while he is speaking. Teacher says nothing.  Half of the class is prepared with the previous night's homework. Teacher says, "Since only half of you did the homework, I am not grading any of these papers."	Teacher reminds students to raise their hands when they would like to speak. Teacher asks question and a student calls out an answer. Teacher responds, "That is a great answer. Remember to raise your hand though."  Teacher issues reward to a normally unprepared student when he brings in work but does not reward students who are typically prepared.	Teacher says, "Remember, when someone is speaking or answering a question we need to be active listeners and give our full attention to the speaker. Be sure to raise your hand if you have anything to add to our discussion."  Teacher says, "I know you were absent yesterday, and I see you have checked online to see which assignments you missed. I'm glad to see you were able to complete the missed work. You are ready to join us for today's lesson."	Students use "active listening" and "accountable talk" strategies when in whole group and/or small group discussion. One student reminds another, "I will speak next on the topic."  Student says to another student, "I saw you were not in class yesterday. I gathered the materials you need and wrote the assignment down for you so you can catch up."

**1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to needs of students</b>	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Students wait for the teacher to put the assignment on the board. Some students ask where paper is. The teacher has to shuffle through the desk to find paper. The lesson takes 10 minutes to begin.</p> <p>Teacher has instruction on the board for a "Do Now." As students enter the room, they walk around talking. After the bell rings, the teacher asks students to take their seats. The teacher repeats this request three times before students take their seats</p> <p>Teacher addresses students, stating, "Line up at the door." Without any other instruction, the teacher says, "Follow me," and leaves the room.</p>	<p>Teacher tells students to begin working. Students take out pens and paper while some have side conversations. Teacher works her way around the room, answering one question at a time. Some groups take more than five minutes to begin to work.</p> <p>Teacher has instructions on the board for a Do Now. Some students walk in and get started. Some students go to speak to the teacher about make-up work. One student asks, "What are we supposed to be doing?"</p> <p>Teacher addresses students at the beginning of the class, stating, "Okay, we have pictures today. Once we're done, we'll come back and get started."</p>	<p>Teacher says, "If there aren't any questions, let's get started." It takes 30 seconds for students to take out their pens and notebooks and another 30 seconds to settle in and begin to write. After 30 minutes of writing, a preset timer goes off, and the teacher asks students to pass their papers forward so she may collect them.</p> <p>Teacher has written directions on the board for a Do Now task. Some students begin work immediately. Teacher states, "Everyone, you need to get started on the Do Now activity." All students begin to work.</p> <p>Teacher addresses students at the beginning of class, stating, "Okay, everyone. We have pictures today for the first 10 minutes of class. When we return to class, please begin to work on the Do Now."</p>	<p>As soon as the teacher finishes with directions, students wait for peer questions to be answered, and then immediately take out their pens and paper and begin to write. As soon as the timer goes off, all students get up and walk to the inbox to turn their assignments in.</p> <p>Teacher has written directions on the board for a Do Now task. As students come into the room, they look at the board, sit down, and begin to work.</p> <p>Teacher addresses students at the beginning of class, stating, "Okay, we have pictures today for the first ten minutes of class. When we get back, what should we be working on?" A student replies, "We should be working on the Do Now when we get back and then we should break off into our editing groups."</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>
<b>Content of lesson plan is aligned with standards</b>	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	The lesson objective is for students to analyze themes in <i>The Great Gatsby</i> , and teacher plans to ask students to write chapter summaries. No standards are referenced.	Lesson objective is for students to determine a themes or central ideas in <i>The Great Gatsby</i> and analyze in detail its development over the course of the text (CCSS.ELA-LITERACY.RL9-10.2). Teacher plans to have students complete a graphic organizer about the American dream in the novel.	Lesson objective is for students to determine a themes or central ideas in <i>The Great Gatsby</i> and analyze in detail its development over the course of the text (CCSS.ELA-LITERACY.RL9-10.2). Teacher plans to use a think-aloud to model how he identified a theme. Students will then work in small groups to brainstorm themes and to identify textual evidence that supports one of them.	The teacher plans to create a T-sheet with columns labeled topic and theme (CCSS.ELA.W.9-10.8). Teacher plans for students to discuss the difference between topic and theme and identify examples of each in <i>The Great Gatsby</i> on the T-sheet.

**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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</b>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	During a block period on day seven of reading <i>The Great Gatsby</i> , the teacher plans for students to complete grammar worksheets. After 20 minutes, students will read aloud a chapter from the novel. They will end the period by writing a paragraph to summarize their independent book group reading.	During a block period, teacher plans for students to complete a three-minute free-write: “What is your American dream?” Next, students will compare responses before reading Martin Luther King’s “I have a dream” speech (CCSS.LA.RI.9-10.9) and identify Dr. King’s American dream. To conclude the lesson, students will compare and contrast their American dream with that of Jay Gatsby.	The teacher plans for students to complete a three-minute free-write: “Discuss how someone in your family achieved the American dream.” Next, students will complete a storyboard that shows an archetypal rags-to-riches story. Students will then work in collaborative groups to find textual evidence (CCSS.LA.RL.9-10.1) that shows how Fitzgerald develops Gatsby as a rags-to-riches character. To finish the lesson, students will report their findings to the class.	The teacher plans to extend the lesson by having students read an article about a rags-to-riches American icon and write a paragraph connecting that person to a character in <i>The Great Gatsby</i> .
	For day three of reading <i>Ethan Frome</i> , teacher plans for students to take an anticipatory survey on ideas and themes within the novella. Students will pair and share.	For day three of reading <i>Ethan Frome</i> , teacher plans for students to review their pre-reading anticipatory survey and use a pair and share to compare and contrast their beliefs with the ones presented in the novella.	For the final day of reading <i>Ethan Frome</i> , teacher plans for students to review their pre-reading anticipatory survey and use a pair and share to compare and contrast their beliefs with the ones presented in the novella.	After completing reading and analysis, students will develop inquiry projects around mental health issues that arose in the text.

**2: PLANNING FOR ACTIVE LEARNING**

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	Teacher plans to provide students with an annotated text. Teacher plans to read text aloud to students. Teacher plans to point out how the author showed a character.	Teacher plans to provide a short story with every other page annotated. Teacher plans to read the first page of the text aloud, pointing out and discussing how an author develops a character. Teacher plans to have students read and complete annotations.	Teacher plans to model how to annotate text to show how an author develops a character. Teacher plans to provide students with a short story. Together, they will annotate the first two pages. Then, students will continue to annotate to show how an author develops character. Students will share their annotations in small groups.	Teacher plans to provide students with two similar short stories (“Tuesday of the Other June” and “Eleven”). Teacher plans to have students compare and contrast main characters in each story by annotating texts for the purpose of showing character traits and development. In a subsequent lesson, the teacher plans to have students write a compare/contrast essay about both characters.

**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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs</b>	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>	<b>SAMPLE EVIDENCE</b>			
	Teacher follows sequence of instruction for “The Gift of the Magi” presented in teacher’s manual.  Teacher plans to cover chapter 5 in the novel. After reading the chapter, all students will write main ideas of the chapter.	Based on the results of an interest survey, teacher plans for all students to read “The Gift of the Magi.”  Teacher plans to provide graphic organizer for all students to close read chapter 5 and to record questions on reading as well as to summarize the chapter.	Based on the results of an interest survey, teacher plans for all students to read “The Gift of the Magi.” The lesson plan provides a differentiated approach with vocabulary and short answer questions for a newly arrived student who has a LAS Links English proficiency level of two.  Teacher plans to provide one group with the chapter already highlighted with some main ideas, and the other group has to highlight the key words independently.	Based on the results of the interest survey and reading the first page of “The Gift of the Magi,” students will write a reflection on what help they will need to complete the reading. Teacher plans to interview newly arrived student to learn more about what he needs and plans to set up a student partner.  Teacher plans to create cooperative groups where students examine and close read the chapter for key words, author’s purpose, figurative language, and share learning with one another.



**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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	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>	<b>SAMPLE EVIDENCE</b>			
	Teacher plans to have students search through “The Gift of the Magi” to find unfamiliar words to build a vocabulary list.	Teacher plans to read “The Gift of the Magi” aloud. The teacher then plans to have students go back through the story to identify five unfamiliar words within the story.	The teacher plans for students to read “The Gift of the Magi” and annotate in the following way: “I” for interesting words, “W” for unfamiliar words and “C” for confusing concepts. In groups, students will define words using context clues and the prefix charts on the wall; they will then look them up in the dictionary. Teacher plans for students to add words to the board in order to build a class vocabulary list.	Teacher plans for students to choose independent reading from a book or magazine to identify difficult or challenging words. Students will compile a personal vocabulary list and will define each term using strategies of their choosing (prefix charts, context clues, inference, dictionary, etc.).
	Teacher plans to have students copy definitions of their ninth-grade literature terms from the board.	Teacher plans to have students demonstrate understanding of literature terms by putting definitions into their own words and using them in sentences about <i>Romeo and Juliet</i> .	Teacher plans to have students demonstrate understanding of literature terms (e.g., metaphor) by having them use an adapted academic vocabulary chart in which students define each term in their own words, draw a picture of their understanding of the term’s meaning, and provide an example of the literature term as it applies within <i>Romeo and Juliet</i> .	In the next act and scene of <i>Romeo and Juliet</i> , students will select the strategy that worked for them to understand new words.
	Teacher plans to read a two-page article of text aloud.	Teacher plans to provide students with a task of reading multiple paragraphs within the two-page article. The teacher will check literal comprehension as well as misconceptions from reading through	Teacher plans to provide students with the task of writing their own text-dependent questions in groups. They will share their ideas through a gallery walk.	Given a list of five strategies, students will select the one they plan to use to read and understand the two-page article.

**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.  a class discussion.	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.

**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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions cognitively engage students</b>	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.
<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>	<b>SAMPLE EVIDENCE</b>			
	<p>For day four of reading <i>Monster</i> by Walter Dean Myers, teacher plans for students to independently read an article and answer questions on the incarceration of youth in America today. Questions only require basic recall of article's main points.</p> <p>Planned task is for students to recall events in chapter 2 of <i>Of Mice and Men</i>.</p>	<p>For day four of reading <i>Monster</i> by Walter Dean Myers, teacher plans for students to independently read an article and answer questions on the incarceration of youth in America today. Teacher will model how to cite textual evidence for answers. Few questions require more than basic recall of article's main points.</p> <p>Planned task is for students to create a comic book representation of the important events in chapter 2 of <i>Of Mice and Men</i>.</p>	<p>For day four of reading <i>Monster</i> by Walter Dean Myers, teacher plans for students to independently read and answer questions on an article on the incarceration of youth in America today. Students will work collaboratively to identify textual evidence for answers using highlighters. Questions are thoughtfully scaffolded and sequenced. Planned questions include:</p> <p>"What is the worst thing about incarceration? Use evidence from both sources to support your claim."</p> <p>"How might incarceration affect a person's choices for the future?"</p> <p>"How does Steve Harmon's self-perception differ from the perceptions others have of him? To what extent could he change that?"</p> <p>Planned task is for students to create a comic book (visuals and text) narrated by George or Lenny to represent the important events and decisions in chapter 2 of <i>Of Mice and Men</i>.</p>	<p>After initial read of <i>Monster</i> by Walter Dean Myers and an article on the incarceration of youth, students will determine themes and generate text-dependent questions related to themes.</p> <p>Teacher plans to provide students with choices (e.g., storyboard, comic book, Prezi, write a play, etc.) to demonstrate the relationship between the events in <i>Of Mice and Men</i> and their impacts for each character.</p>

**2: PLANNING FOR ACTIVE LEARNING**

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional resources and flexible groupings support cognitive engagement and new learning.</b>	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
<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>	<b>SAMPLE EVIDENCE</b>			
	Teacher plans whole-class instruction only or relies on a rule used arbitrarily for creating groups (e.g., “count off . . .”).  Teacher plans to use a college textbook on social work to introduce a new concept of the American dream to a class of ninth-grade students.	Teacher plans for students to select their own groups without considering reading ability or other factors that affect learning.  Teacher plans to select a song and a non-fiction article about social mobility to introduce the American dream.	Teacher plans groups according to student learning needs, skill level, interest surveys, etc. Groups are dynamic based on the task.  To introduce a new concept on social mobility and the American dream, teacher plans to select multiple resources: informational texts, works of art, websites, survey research, multimedia, etc.	Teacher plans groups based on content-area strengths/interests, student learning needs, skill level, interest surveys, etc. Groupings change based on the task. Different tasks are provided to each group based on their readiness level.  Teacher plans for students to respond to the question, “Does the American dream really exist?” Students will select three sources, take a stance and defend that stance using evidence from the sources. Students will choose how to present their arguments.

**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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	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>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher plans to have students complete a character analysis of <i>Hamlet</i>.</p> <p>Teacher plans to remind students to turn in their work when finished and does not plan for students to self-assess.</p>	<p>Teacher plans to explain to students that they will be assessed on their use of textual evidence in support of their character analysis of <i>Hamlet</i>.</p> <p>Teacher plans for students to complete an exit ticket during the last five minutes of class.</p>	<p>Teacher plans to explain to students that they will be assessed on their use of a minimum of four pieces of textual evidence that are specific, aligned, and supportive of their character analysis of <i>Hamlet</i> and the determination of his sanity.</p> <p>Teacher plans multiple times for each student to evaluate his or her progress based on a teacher-created rubric. Teacher plans for students to complete an exit ticket at the end of class to identify areas of confusion and level of confidence in learning.</p>	<p>After sharing models of strong character analysis, the teacher plans for a student-led discussion on what defines “strong use of textual evidence.” Teacher plans for students to identify how many examples of evidence are necessary for a strong character analysis. The teacher then plans to use the student-created parameters to construct a rubric that they then plan to provide to the students before they begin to write their character analysis.</p> <p>Teacher plans time for students to review their data, self-assess their progress using feedback from peers and agreed-upon, student-generated criteria, and identify an action plan.</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Ongoing assessment of student learning</b>	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.
<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>	<b>SAMPLE EVIDENCE</b>			
	Teacher plans to ask student to complete a quiz at end of the lesson on the main events.	Teacher plans to ask students to begin doing their worksheets on characters and loneliness. She circulates and observes their progress.	The teacher plans to focus on how the main characters (Lenny, Curley's wife, Crooks, and Candy) deal with loneliness. At two different points during the lesson, the teacher plans to ask each student group to share the evidence they have gathered to that point, using criteria and format provided by the teacher. At the end of the class, teacher will ask each group to create an exit ticket detailing their progress, confusions, and where they need to start the next day.	Students and teacher work together to determine, "How do we know if our responses to this assignment are correct?" The students create a scoring guide to use in completing this assignment.

### 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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional purpose</b>	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>	<b>SAMPLE EVIDENCE</b>			
	Teacher begins lesson by saying, "Open up to 'Through the Tunnel' on page 65."	Teacher says, "Today we are going to read a short story, 'Through the Tunnel,' and by the end of the lesson, you will know what the parts of a story are."	Teacher says, "Yesterday we looked at how an author unfolds a series of events. Today we will be identifying parts of plot and examining how the author uses parts of plot to build tension and develop character traits."	Teacher says, "With a partner, I want you to look back at your notes and see how our examination of character development directly ties to the plot development of a short story." Students respond with a variety of answers, including, "Yesterday we learned about exposition, rising action, climax, and falling action. I've noticed that an author will almost always give us a physical description of the protagonist within the exposition," "The choices of characters build the tension of a novel during the rising action," etc. (Students use textual examples to demonstrate each response.)

### 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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content accuracy</b>	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>	<b>SAMPLE EVIDENCE</b>			
	Teacher incorrectly defines theme, stating, "The theme and topic of a story are what the author wants us to think about."	Teacher defines theme: "The theme is an underlying meaning of a literary work that may be stated directly or indirectly." Teacher then gives an incorrect example, "The theme in <i>Johnny Tremain</i> is revolution."	Teacher says, "The author expresses a belief or message about human experience. Let's brainstorm topics from the novel and begin to discuss how we can develop the underlying message from this topic."	Teacher says, "Turn and talk to the person next to you and discuss what you think Esther Forbes believes about the concept of revolution. Identify the clues to help you determine the message in the novel regarding revolution and be ready to share out."



### 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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Content progression and level of challenge</b></p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher begins lesson by saying, "Yesterday, we focused on stages in the hero's journey. Today, we're going to start by reading passages from <i>The Odyssey</i>. We will take turns reading passages aloud, and you will complete a worksheet about theme. If there's time, we will review this week's vocab words."</p>	<p>Teacher begins lesson by saying, "Yesterday, we learned about stages in the hero's journey, and you recorded those stages on a graphic organizer. Today, you're going to read a passage from <i>The Odyssey</i>, and you will work in small groups to identify Odysseus' place in the hero's journey."</p>	<p>Students begin class by completing a Do-Now activity that assesses their understanding of the hero's journey. Based on the results, the teacher groups students so that those with solid understanding can serve as peer tutors to those with weak understanding. Given the stages of the hero's journey, each group designs a graphic organizer to represent those stages in a logical way (e.g., a clock or a map), and they illustrate it with examples from <i>The Odyssey</i>.</p>	<p>Teacher provides students links to five news articles about contemporary personalities who might be regarded as heroes. Each student chooses one article to read for homework and writes a paragraph to draw connections between that person and the hero's journey.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

**Indicator 3a: Implementing instructional content for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	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>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher says, "Read the passage and highlight the irony. Then, in your assigned groups, identify what type of irony it is and explain why the author used it." Students read independently and six take out highlighters.</p> <p>Five raise their hands and seven talk quietly to each other. Teacher calls on student with raised hand and student asks, "What is irony?" Several students reiterate the question and teacher says, "Look it up in your literature book."</p>	<p>Teacher says, "Read the passage and highlight the irony. Before we begin, who can define irony?" Students do not respond. Teacher instructs students to open their literature books to page 410 and asks a student to read the page out loud. Teacher says, "Put a sticky note on that page for reference, and then identify what type of irony it is and explain why the author used it."</p>	<p>Teacher has the word "IRONY" written on the board when students enter. Teacher instructs the students to brainstorm what they think irony means. Teacher then plays a YouTube video on irony and asks students to get into groups to develop a list of examples of ironic situations. Students move into groups, discuss for 10 minutes, and then report their examples. Teacher corrects misunderstandings. Teacher says, "Read the passage and highlight the irony. Then, in your groups, identify what type of irony it is and why the author might have used it."</p>	<p>Students work collaboratively to develop a definition of irony. Teacher writes the word "IRONY" on the board, and students write their definitions. After viewing the YouTube video, groups of students are given their choice of activity to complete:</p> <p>Given several situation cards, students asked to identify the type of irony and then discuss their thinking with their group and come to consensus on the type of irony.</p> <p>Write a Cinquain on irony (a five-line poem consisting of the following pattern: the first line is a noun or a subject of the poem [or the concept studied]; the second line consists of two words that modify the first line; the third line contains three action words [verbs] that pertain to the subject; the fourth line of the poem conveys a feeling; and the final line, the fifth line contains a single word that refers back to the first line).</p> <p>Complete a RAFT—select a Role and write to (select a specific Audience) using a (select a specific Format) and explain irony (Topic).</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	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>	<b>SAMPLE EVIDENCE</b>			
	Teacher asks questions, most of which are similar to the following: Teacher says, "Name the main character in the novel." Student responds "Percy Jackson." Teacher asks, "What school does Percy attend?" Student responds, "Yancy Academy." Task is given where students are asked to fill in answers on a worksheet.	Teacher asks questions similar to the following: "What type of school is Yancy Academy, and why are students enrolled there?"  Teacher gives a task in which students are asked to write a paragraph summarizing Percy Jackson's character, including reasons why he is enrolled at Yancy Academy.	Teacher asks a variety of questions similar to the following: "After learning what an archetypical hero is, why would Percy Jackson be considered a hero?"  "What does the author do to show that the character, Percy Jackson, is changing?"  Teacher gives a task in which students are asked to analyze "The Hero's Journey" and find examples from <i>The Lightning Thief</i> that relate to this text.	In small groups, students read different myths that were referred to in <i>The Lightning Thief</i> .  Following "The Hero's Journey" text, each group develops five questions that connect, compare and contrast their myths to <i>The Lightning Thief</i> and <i>The Hero's Journey</i> . Students exchange myths and their questions with another group.

### 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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	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.
	Teacher states, "We are going to read a letter from Abigail Adams to John Adams together." After reading the letter, the teacher tells students exactly where Abigail Adams uses ethos, pathos and logos in her letter. The teacher then has the students copy the examples into their notebooks.	Teacher states, "We are going to read a letter from Abigail Adams to John Adams together." Teacher reads the letter aloud to students and then states, "Now, go back through and highlight examples of ethos, pathos, and logos that you noticed."	Teacher states, "For the past two weeks we have been discussing the impact of ethos, pathos, and logos on written argument. Yesterday we examined a letter from Abigail Adams to John Adams to understand how she used the three appeals. Today, we are going to take on the persona of John Adams and respond to Abigail, using the three appeals."	Teacher provides students with several different ways to demonstrate their understanding of ethos, pathos and logos, and the impact on written argument.  1. Write an essay using specific examples from the text to show how Abigail used all three appeals  2. Use all three appeals to write an argument for one day without using electronic devices or social media.

### 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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional resources and flexible groupings</b>	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	The teacher reads the short story "All Summer in a Day" by Bradbury and tells students to take notes about the short story on a graphic organizer as they listen to the story.	The teacher reads the short story "All Summer in a Day." After, the students work in pairs to complete a worksheet with questions about the story. They use their books to look for the answers to the questions.	In groups, students take turns reading the short story "All Summer in a Day." As students read, they are asked to pay close attention to the words and actions of the characters and make inferences about what motivates each of them.  After reading, students work in their groups to create a chart listing quotations from the story in one column and inferences about the character's motivation in the other.	Students work in cooperative groups and read "All Summer in a Day." Following their reading, they collaborate to write a letter to the teacher from the perspective of one of the three characters—Margot, William or a student in the class. The letter will describe the events and why they took place, in the perspective of that character, and include textual support to make inference about the character's personality traits and motivation for behavior.

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Student responsibility and independence</b>	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.
<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>	<b>SAMPLE EVIDENCE</b>			
	Teacher presents lesson to all students and tells them to find the topic sentence and supporting details. Teacher says, "I am passing back your writing assignment. Your topic sentences were not good. Now rewrite them."	Teacher leads student through reading two articles, pointing out how two authors writing about the same topic can have different views or have taken a different stance. Then teacher assigns small groups and says, "Re-read the two articles and identify each author's stance on the topic of Iditarod safety. Use 'accountable talk' in your group and make sure each member has a chance to participate."	Teacher shows students a photo and asks them to discuss with their group what they think is happening. Teacher tells them to come up with one sentence that describes what is happening. Groups share their "topic sentences" and discuss the differences in their points of view on the main topic.  Next students are given two different articles on the same topic and asked to read them and discuss with their group how the authors have taken a different stance on the same topic.  Teacher assigns students a topic for students to take a stance and write a short essay about.	In assigned groups, students create a thesis statement for their chosen topics (e.g., are sled dogs safe while running the Iditarod?)  Students determine which section of the project they will complete. They agree to create a group project with graphics, photos, etc., and share with the whole group.

### 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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	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>	<b>SAMPLE EVIDENCE</b>			
	<p>After studying persuasive writing (e.g., Henry's "Speech before the Virginia Convention, Paine's "The Crisis"), teacher assigns students to write a persuasive essay on a contemporary issue but does not give them any criteria for success.</p> <p>Teacher says, "When you have finished your draft, turn it in."</p>	<p>After studying persuasive writing (e.g., Henry's "Speech before the Virginia Convention, Paine's "The Crisis"), teacher assigns students to write a persuasive essay on a contemporary issue; teacher says, "Remember to include a clear point of view, elaboration, and evidence. Your essay should also follow MLA format."</p> <p>Teacher says, "Before you turn in the draft, fill out the self-evaluation." Self-evaluation is a 3-point rating scale for each criterion on the rubric. There is no room for comments.</p>	<p>After studying persuasive writing (e.g., Henry's "Speech before the Virginia Convention, Paine's "The Crisis"), teacher assigns students to write a persuasive essay on a contemporary issue; teacher states, "I will use the schoolwide writing rubric to score your writing. The rubric measures the effectiveness of your point of view, your organization and development, and your use of language and grammar."</p> <p>Teacher says, "Before you turn in your final draft, make sure you've attached your three prior drafts and your final reflection piece. The first draft should show your marks for a strong thesis, order of ideas, and clarity. The second draft should have your and your peer's editing marks for GUMPS (grammar, usage, mechanics, punctuation, and spelling). The final draft should have no errors, a strong hook, and the reflection should explain your process."</p>	<p>While reviewing the schoolwide rubric that will be used to score their persuasive essays, a student says, "We've studied a lot of rhetorical devices, but the rubric doesn't say anything about that. Let's add something about appeals to reason, analogies, and allusions."</p> <p>Before turning in the processed final draft, one student asks another student to read the introduction and evaluate their hook.</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Ongoing assessment of student learning</b>	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>	<b>SAMPLE EVIDENCE</b>			
	Teacher says, "Put your rough draft on your desk; I'm going to come around and check that you completed it. We'll take notes today on writing styles and then tonight you'll write your second draft."	Teacher sits at desk and periodically gets up to walk around and listen to editing groups but does not give any specific individual feedback. At the end of the editing session, the teacher asks, "Do you all feel confident in the feedback you received?" Students nod and say, "Yes." Teacher states, "Good. Your second draft is due tomorrow."	Teacher checks in with student editing groups and repeatedly draws student focus back to the rubric. Teacher asks each student in the room, "Can you explain to me at least one thing your partner gave you feedback on and how helpful the feedback was?"	Using a class-created rubric, students check each other's essays for structure and syntax. One student states, "Your topic sentence in paragraph four is confusing, and I'm not sure that it supports or refers back to your thesis statement." Partner replies, "I wanted to point out the counterargument, but you're right, I could definitely reword it to be clearer and a bit more concise."



### 3: INSTRUCTION FOR ACTIVE LEARNING

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Feedback to students</b>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher says, "This is draft-quality writing. If you worked harder, you might get a better grade."</p> <p>Student says, "I don't understand this passage." Teacher says, "Read it again."</p>	<p>Teacher says, "Your essay doesn't flow. If you added something about the First Amendment it would have been a better grade."</p> <p>Student says, "I found words that could demonstrate the tone of the passage, but I don't know what to do next." Teacher says, "Just keep reading."</p>	<p>Teacher says, "In your persuasive essay, you presented three reasons why <i>Adventures of Huckleberry Finn</i> should not be banned in schools. You referred to the First Amendment, you considered the opinions of famous authors, and you discussed the novel's literary merit. To strengthen your argument, especially regarding the First Amendment, make sure to quote expert sources. Use Google Scholar to find some legal decisions that involve the First Amendment and the right to read."</p> <p>Student says, "I have identified three words that demonstrate the tone of a passage. I used evidence from the story to support why I determined that the author is frustrated with the main character." Teacher asks, "Does that help you to understand why the character feels frustrated rather than angry?"</p>	<p>Teacher says, "As you move into your writing groups, remember to use our guiding questions. (Teacher points to poster on the wall.)</p> <ol style="list-style-type: none"> <li>1. How clear is the writer's point of view?</li> <li>2. What would you like to know more about?</li> <li>3. How well has the writer convinced you?</li> <li>4. What does the writer do to create flow?</li> <li>5. If you lost interest, at what point and why?</li> </ol> <p>Student says to another student, "You chose this series of words in this passage as 'important' to understand the tone of the passage. Can you explain why you decided that the tone reflects frustration as opposed to anger?"</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional adjustments</b>	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	A student says, "I don't get it." Teacher says, "Sorry, we need to move on" and continues the lesson.	Teacher says, "Yesterday we discussed symbolism, and it seems most of you understood it. Today you will read this passage and identify the symbolism." Teacher does not have data to show understanding of prior lesson.	Teacher says, "Yesterday we discussed symbolism. Today we will divide into groups to work more on it." Teacher divides groups based on exit slips that identify individual student's understanding from prior lesson. One group reads independently and identifies symbolism within a passage. The teacher works with the other group to review the concept and ensure everyone understands before assigning the passage.	Teacher asks students to reflect on the symbolism lesson and identify on an exit slip what they understood, what went well, what could have gone better, what role they played in their learning, and how they would have rather participated in the lesson.