

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

**Evidence Guide  
Illustrative Examples of Library Media 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>			
	<p>One student says, "I just finished <i>The Book Thief</i>, and I loved it." In front of the whole class, another student says, "Why would you even read that? The Holocaust is a myth." Teacher ignores the comment.</p> <p>When students come to use the library, teacher sits behind circulation desks and shushes students.</p> <p>Teacher calls on the same three students to demonstrate how to use a database.</p>	<p>One student says, "I just finished <i>The Book Thief</i> and loved it." Another student responds saying, "That book was dumb." Teacher overhears and says, "It's OK to disagree, but we use respectful language." Later another student says to the first student, "How could you possibly read that? It's, like, narrated by Death." Teacher doesn't respond.</p> <p>When students come to use the library, they sit at tables to work. Teacher occasionally addresses students when they enter the library or when they signal her with a question.</p> <p>When the same three students raise their hands, the teacher says, "How about someone who we haven't heard from yet?" Then the teacher calls on one of the three original students to demonstrate a database.</p>	<p>One student says, "I loved <i>The Book Thief</i>." Another student responds saying, "Oh, maybe I should read that too." Teacher says, "Peer recommendations are really helpful. Thanks."</p> <p>When students come to use the library, teacher greets students with a smile. Teacher says "What are you working on? Let me know if you need any help." Teacher circulates around the room.</p> <p>When the same three students raise their hands, the teacher says, "How about someone we haven't heard from yet?" The teacher says, "Turn and talk to your neighbor to share your ideas before I call on someone to demonstrate."</p>	<p>One student says, "I just finished <i>The Book Thief</i>, and I really liked it. What should I read next?" Another student says, "You might like <i>The Boy in Striped Pajamas</i>. It's right over here on the shelf. I'll show you."</p> <p>When students come to use the library, teacher greets them with a smile. Students engage teacher about what they're working on and ask for guidance. Students listen to and help each other. Collaborative work is completed efficiently with each student being considerate of the students in their group and in other groups in the library.</p> <p>When the teacher asks a volunteer to demonstrate, all the students' hands are raised. Students offer feedback to one another using positive language. One student says, "That's a good way. How about trying this way?"</p>

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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>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.
	Students enter the library with no acknowledgement of their presence or offers for help.	Teacher says, "Let me know if you need any help" when students enter the library but watches students wander for several minutes and does not offer any help.	Teacher approaches students who are searching for materials with an offer to help. Teacher asks about or remembers students' interests in order to recommend another title.	Student approaches circulation desk and asks teacher to put a title on hold for her friend. The teacher agrees to hold it and let the friend know when it's available.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Collection reflects personal opinions, interests, and views of teacher. A collection of religious books may be only representative of one point of view.	Collection does not reflect student needs and diversity, and/or teacher directs students only to a limited portion of the collection. For example, providing materials on only one reading level or only print materials.	Collection reflects various reading levels, cultures, and interests. Multiple languages and formats are represented in collection.	Acquisitions reflect staff and student recommendations and teacher actively seeks recommendations. Collection is closely aligned with classroom curriculum.
	During a collaborative unit on current social justice issues, a student shares that her grandmother had to leave school to stay home and take care of her brothers and sisters. Another student exclaims, "It would be so cool if I didn't have to come to school!" The teacher does not respond to the comment.	During a collaborative unit on current social justice issues, a student shares that her grandmother had to leave school to stay home and take care of her brother and sisters. The teacher responds, "How interesting," and continues with her lecture.	During a collaborative unit on current social justice issues, a student shares that her grandmother had to leave school to stay home and take care of her brothers and sisters. The teacher asks, "Has your grandmother talked about how she felt when she couldn't complete her schooling?" Teacher then asks follow-up questions.	During a collaborative unit on current social justice issues, a student shares that her grandmother had to leave school to stay home and take care of her brothers and sisters. The class has a discussion and students suggest they begin a public campaign on the morning announcements to bring awareness to education inequality around the world.
During a social justice research unit, students are assigned a poster project and are assigned one of the following: marriage or education inequality.	During a social justice research unit, students are assigned a poster project and are allowed to choose between marriage or education inequality.	During a social justice research unit, students are assigned a poster project based on their choice of topic relating to any social injustice issue. Sample topics include homelessness, Malala Yousafzai's fight for education, child soldiers, etc.	During a social justice research unit, students are given an assignment in which they get to choose their own topic relating to any social injustice, and present their learning in a way of their own choosing (i.e., public service announcement or ad campaign).	

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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>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.
<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>When one student picks up a book from a library display, another student walks up behind and says, "You want one of those? They all look stupid." Teacher ignores comment.</p> <p>While teaching search strategies the teacher asks for examples. No students volunteer examples. Teacher stands with arms crossed and waits. After two minutes, teacher asks question again. Teacher says, "I'll wait for you."</p>	<p>A student picks up a book from a library display. When another student walks up behind and makes a negative comment the teacher responds, "Remember, we need to use respectful language with one another." Later in the period, a similar situation occurs, and the teacher does not respond.</p> <p>While teaching search strategies, the same four students raise their hands repeatedly to provide examples.</p>	<p>A student picks up a book from a library display. Another student says, "No, not that one. I think you should pick..." Teacher says, "Both books are great choices. Why don't you read a few pages of each?"</p> <p>While teaching search strategies, 14 of 18 students raise their hands to offer examples.</p>	<p>A student picks up a book from a library display and another student says, "No, not that one. Pick something else." As they are discussing, a third student says, "How about you each try each other's books next week? You might find out that you like that kind of book."</p> <p>A student says, "I'm still confused about how to use search strategies." Another student responds, "You have to use specific keywords that relate to the main idea and topic."</p>



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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>High expectations for student learning</b>	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>	<b>SAMPLE EVIDENCE</b>			
	<p>When a student is having trouble with video authoring software, the teacher fixes the problem without involving the student.</p> <p>Teacher says, "Our goal today is to complete this worksheet about research skills. Make sure you've filled in all the blanks."</p> <p>Student asks teacher, "Can you help me find a book? I like John Green, particularly <i>Fault in Our Stars</i>." Teacher brings student to shelf and finds the books are signed out. Teacher says, "Looks like all his books are out. Come back tomorrow." Teacher does not suggest alternatives.</p>	<p>When a student is having trouble with video authoring software, the teacher gives instruction on how to troubleshoot the software. Teacher leads the students through the strategies each time it happens.</p> <p>Teacher says, "These research skills may help those of you thinking of going to college."</p> <p>Student asks teacher, "Can you help me find a book? I like John Green, particularly <i>Fault in Our Stars</i>." Teacher brings student to shelf and finds the books signed out. Teacher says, "Looks like they're signed out. How about trying <i>If I Stay</i> by Gayle Forman." Teacher works with student to find another title.</p>	<p>When a student is having trouble with video authoring software, the teacher says, "You can do it. It's just like the last time you had this issue. Do you remember what we did that time?"</p> <p>Teacher says, "Researchers use these skills regularly. You have a strong foundation and consistent practice will prepare you for graduation, college and career."</p> <p>Teacher uses strategies, such as book-talks, mystery reads, and Book Blind Dates to stretch students beyond their typical choices.</p>	<p>When a student is having trouble with video authoring software, another student says, "Let's see if we can find something on YouTube. Last time that helped us. Let's bookmark it just in case it happens again."</p> <p>Student says, "I was able to use what we learned about reliable resources at home this weekend when I helped my little brother find a reliable website about explorers."</p> <p>Students use their Online Public Access Catalog (OPAC) software or an app such as Goodreads to post reviews about what they're reading and proactively ask for assistance to select a different genre and/or a nonfiction pairing.</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>
<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>No expectations are set or expressed. Expectations change from student to student. Teacher says, "That's not where that goes," but offers no direction.</p> <p>Teacher stands at front of room and begins the lesson. Four students talk and two students are using their phones. After three minutes student asks, "What are we doing?" Teacher sighs and starts again. Two minutes later another student interrupts and asks, "What are we doing?"</p> <p>Five students run to get a comfy chair. Teacher shakes her head but says nothing.</p>	<p>Expectations are set at the beginning of the year. Teacher may occasionally remind students about expectations when behavior gets out of hand but ignores other incidents.</p> <p>In preparation for a lesson, teacher shouts, "Alright guys, it's time to get started." Teacher begins lesson. Three students continue to talk and two students use their phones. Six minutes into the lesson, a student asks, "What am I supposed to do?"</p> <p>Teacher says to student, "I noticed you running to the comfy chairs. Don't do it again." Meanwhile another student runs to a chair, but the teacher says nothing.</p>	<p>Expectations are posted throughout the space, such as "Respect one another and materials." Students are reminded when they don't follow expectations. Teacher says, "Don't forget to return books to the book drop."</p> <p>In preparation for a lesson the teacher says, "I will know you're ready to start when you're quiet and your phones are away." Teacher makes eye contact with those he is waiting for. Thirty seconds later students are ready to begin.</p> <p>The teacher reminds students to walk to the chairs prior to their moving to that area of the library. When a student runs to one of the comfy chairs, teacher goes over to student and says, "Just as a reminder, the comfy chairs are a privilege."</p>	<p>Students create expectations and remind one another about appropriate behavior. One student says to another, "Remember, put your books in the book drop."</p> <p>Students sit at their tables and remind one another to put their phones away and stop talking in order to get started.</p> <p>Students walk quietly to a seat and begin working.</p>

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<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 <sup>5</sup> and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>During a heated discussion, one student says to another, "You're stupid. That's wrong." Teacher does not respond.</p> <p>Several small groups are working in the library. Two tables are speaking loudly, disturbing other students. Teacher does not address either table's behavior.</p>	<p>Teacher does not provide positive examples of what students should say to each other when they disagree. Teacher says, "That's not how we talk to one another. You should know better than that."</p> <p>Several small groups are working in the library. Two tables are speaking loudly. Teacher walks over to one table and corrects behavior. Teacher does not address other table.</p>	<p>Teacher reminds students to use strategies for how to respectfully disagree with each other. Teacher responds to a disagreement saying, "I like the way you are communicating with one another. I can see you disagree but are being respectful."</p> <p>The teacher addresses a table of students who are disturbing others with loud talking. As a small group is leaving the library, the teacher says, "Thanks for working so hard and being respectful of the other groups."</p>	<p>Students use strategies for respectful disagreement with each other independently. Students monitor each other to make sure all students use the strategies.</p> <p>A student in a small group says to the people at his table, "I think we're getting a little loud. We're distracting that other group." All group members quiet their voices.</p>

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

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

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

	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>After a mini-lesson on Noodletools, students get up noisily and begin their own research. It takes five minutes for students to move and get organized. At end of the class, teacher says, "Time's up. Log off your computers and wait for the bell." Students rush to write down last details. Ten students are not ready when the bell rings.</p> <p>Teacher says, "It's time to move to the lab." Eight students move to the lab and 10 do not. Student asks, "Where is my folder?" Materials are left behind.</p> <p>During a class's visit for research, the Internet goes down. Teacher approaches classroom teacher saying, "The Internet is down, so I can't do my planned lesson. What do you want me to do?"</p>	<p>After a mini-lesson on Noodletools, the teacher states that it's time to start their own research. It takes three minutes for students to move and get organized. With three minutes remaining teacher says, "There are three minutes left, make sure you have all the information for the source you're using." Students rush to write down last details. Everyone is ready at the bell.</p> <p>Teacher says, "It's time to move to the lab." Twelve students move to the lab and three do not. Materials are left behind. Student says, "What do we do now?"</p> <p>During a class's visit, the Internet goes down. Teacher consults with classroom teacher saying, "The Internet's down. We have a couple of options. Should we reschedule the lesson?" Classroom teacher makes decision about direction of lesson.</p>	<p>After a mini-lesson on Noodletools, teacher states that it's time to start their own research and that they will have 30 minutes. It takes students 90 seconds to quietly move and get organized. With 10 minutes remaining, teacher says, "There's 10 minutes left before it's time to go." Students write down last details and pack up. They are ready to go when the bell rings.</p> <p>Teacher says, "It's time to move to the lab." Students get up, gather materials, move quietly to a computer in the lab and begin working.</p> <p>During a class's visit, the Internet goes down. Teacher announces, "The Internet is down, so we're going to need to switch to using print resources. Does anyone have any question about today's change in plans?"</p>	<p>After a mini-lesson on Noodletools, teacher states that it's time to start their own research and that they will have 30 minutes to work. Students quickly and quietly move and get organized. A student notices that there are 10 minutes left and prompts his classmates, "Make sure you have everything you need."</p> <p>During transition to the lab, students look around and remind each other to bring materials and leave water bottles outside. Students help others when problems arise.</p> <p>During a class's visit, the Internet goes down. Student says, "Looks like the Internet is down. We should switch to the print resources."</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Content of lesson plan is aligned with standards</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>Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards</p>	<p>Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher does not identify what standards are being addressed in the collaborative content of the lesson.</p> <p>Lesson objective is to follow an inquiry-based process to understand the conflict in World War I (AASL 2.1.1, 2.1.3/CC9-10.RH.SS1). Content area teacher will provide specific questions for research.</p> <p>Teacher plans to show video clips from TeacherTube and to discuss them with students.</p>	<p>Some of the AASL (American Association of School Librarians)/CCSS standards listed in the plan support the collaborative content of the lesson, but other standards listed are not addressed in the lesson content.</p> <p>Lesson objective is to follow an inquiry-based process to understand the conflict in World War I (AASL 2.1.1, 2.1.3/CC9-10.RH.SS1). Content area teacher will provide specific questions for research.</p> <p>Teacher plans to hand out index cards to use for note-taking without modeling. Teacher selects all materials for student research.</p>	<p>Teacher has identified specific AASL/CCSS standards that will be addressed in the collaborative content of the lesson to delineate the library skills that will be used in this interdisciplinary effort. All lesson activities are designed to build student learning of the skills and/or content contained in the standards.</p> <p>Lesson objective is to follow an inquiry-based process to understand the conflict in World War I (AASL 2.1.1, 2.1.3/CC9-10.RH.SS1). Teacher plans to make available a variety of primary and secondary sources involving World War I from which students may choose. Content area teacher will provide specific questions for students to research. Students will take notes on index cards. Teacher will model filling in the index cards. Students will work independently to fill in index cards.</p>	<p>Teacher has identified specific AASL/CCSS standards based on student needs; all lesson activities and planned assessments are aligned to the specific standards.</p> <p>Following the inquiry-based lesson on World War I, students will compare and contrast various causes of WWI. Teacher plans time for students to share the information they have found.</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</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>Does not appropriately sequence content of the lesson plan.</p>	<p>Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.</p>	<p>Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.</p>	<p>Plans to challenges students to extend their learning to make interdisciplinary connections.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher plans to introduce short stories and gives examples. No standards are referenced.</p> <p>During lesson three in a five-week research project, the teacher plans to review how to construct a bibliography. Teacher models correct format for each type of source and has students practice using sample sources.</p>	<p>Teacher plans to project a page of fictional text and ask students to read. Teacher plans to elicit possible themes from students (AASL 2.1.1/CC9-10.RL.2). Students will read short fiction texts. Teacher plans for students to answer questions about plot, characters, setting and theme.</p> <p>During lesson four in a five-week research project, the teacher plans to review writing a bibliography. Teacher plans to model correct format for each type of source and has students practice using sample sources, as students are still compiling information from their project sources.</p>	<p>Teacher plans to project a page of fictional text and ask students to read. Teacher plans to elicit possible themes and supporting evidence from students (AASL 2.1.1/CC9-10.RL.2). Students will practice analyzing theme with short fiction passages, highlighting evidence and sharing findings with group.</p> <p>At the beginning of a research project, the teacher reviews how students will collect information for creating citations. During lesson five in a five week research project, the teacher plans to review writing a bibliography. Teacher plans to model correct format for each type of source, give samples bibliography handouts as reference, and have students construct their bibliography using the sources from their own research.</p>	<p>Teacher plans to extend the lesson for students by having them discuss common themes in short fiction. Students will craft their own short story based on a theme of their choice.</p> <p>Teacher plans to extend the learning by showing students how to create a bibliography using the website EasyBib.</p> <p>Students will complete and print out independently.</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
<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.
	Teacher plans for students to expand their research to include online sources. Teacher plans for Google searches.	Teacher plans for students to expand their research to include online databases. Students are limited to one specific database.	Teacher plans for students to expand their online research experience to include online databases, such as ICONN. Teacher will give students specific databases to use, then give them the opportunity for independent exploration.	Following the independent web exploration, students will pair off and discuss the most useful database they used. Students will then create and publish a wiki of useful databases for grade level use. Teacher plans for students to create a wiki, publishing their top three most useful research databases.

## 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>
<p><b>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</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>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.</p>	<p>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.</p>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher follows curriculum-pacing guide to plan lesson.</p> <p>Teacher plans whole-class lesson examining websites for bias.</p>	<p>Lesson is planned based solely on previous year's assessment data.</p> <p>Teacher plans a whole-class lesson examining websites for bias. Students will analyze websites and share their findings.</p>	<p>Lesson is planned based on prior assessment data of students' web literacy, current formative assessments and observation of student needs.</p> <p>Teacher plans a website evaluation lesson that will examine bias. Teacher plans to divide students into two groups based on learning needs. Group A will analyze a website for bias. Group B will analyze a website for bias using a teacher-generated handout. All students will share their findings.</p>	<p>Teacher plans for students to use their success criteria to reflect on their progress and determine next steps.</p> <p>After students have analyzed a website for bias, students will independently investigate other websites to recognize additional examples.</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
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Literacy strategies</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>	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.
	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher plans with English teacher for students to use the library media center for print resources. Students will take notes.</p> <p>Teacher plans with science teacher to have students use dictionaries to copy the definitions for the vocabulary worksheet.</p> <p>Teacher and social studies teacher select a grade-/reading-level-appropriate historical fiction novel for the whole class to read.</p>	<p>Teacher plans with English teacher for students to use the library media center for resources (online and print) for a biography report. Students will take notes and share results with a partner.</p> <p>Teacher plans with science teacher to have students complete a vocabulary worksheet in the library media center using reference materials (CC9-10.RS/TS1). Students will search for definitions of domain-specific words and phrases provided by the science teacher.</p> <p>Teacher plans with social studies teacher for students to select a grade-/reading-level-appropriate historical fiction from the library media center. Teacher plans to pull a selection of historical fiction novels from which students will choose.</p>	<p>Teacher plans with English teacher for students to use the library media center multimedia resources (video clips, audio files, text) for a biography report. Students will take notes and then share results with a partner.</p> <p>Teacher plans with science teacher to have students complete a vocabulary worksheet in the library media center using reference materials (CC9-10.RS/TS1). Students will search for definitions of domain-specific words and phrases provided by the science teacher. Students will write a paragraph using five of the newly acquired vocabulary words.</p> <p>Teacher plans with social studies teacher for students to select a grade-/reading-level-appropriate historical fiction novel from the library media center. Teacher plans to conduct readers' advisory interviews to prepare students to make independent choice that meets the criteria.</p>	<p>Teacher plans with English teacher for students to use the tools available in the library media center to create their biography presentations. Students will make their presentation using their own choice of media: acting, singing, poetry, iMovie, etc.</p> <p>Students are given the opportunity to come up with words that they are unfamiliar with to come up with ways of determining their meaning and using them appropriately in their speaking and writing.</p> <p>Teacher plans for students to independently use the library online catalog to search for grade-level-appropriate historical fiction novels and supporting primary sources that meet the social studies teacher's criteria.</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>
<p><b>Strategies, tasks and questions cognitively engage students</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>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>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.</p>	<p>Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher identifies a specific passage and plans questions where answers are stated explicitly in the text.</p> <p>Many of the questions are about personal connections, which may not require that students have read the text at all.</p> <p>Teacher plans with science teacher to have students collect information from multiple text, graphic, and multimedia sources. Students will take notes and write a one-paragraph summary.</p>	<p>Teacher identifies a specific passage for analysis, plans a series of text-dependent questions where most answers are stated explicitly in the text, and asks for a short summary.</p> <p>Teacher plans with science teacher to have students compare and contrast multiple pieces of evidence. Teacher and science teacher will meet in advance to choose multiple, appropriate text, graphic and multimedia sources. Students will take notes and write a one-paragraph summary of their reading.</p>	<p>Teacher identifies a specific passage for in-depth analysis and plans questions to lead students to a deeper understanding. The questions are scaffolded and sequenced. Students will be required to provide evidence from the text.</p> <p>Teacher plans with science teacher to have students analyze multiple pieces of evidence. Teacher and science teacher will meet in advance to choose multiple, appropriate text, graphic and multimedia sources. Students will draw inferences from their collected information.</p>	<p>Teacher identifies multiple passages for in-depth analysis and plans questions to lead students to a deeper understanding. Teacher plans for students to generate their own questions.</p> <p>Teacher plans with science teacher to have students synthesize their information from multiple sources and create a presentation about their topic using the medium of their choice.</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>
<p><b>Instructional resources and flexible groupings support cognitive engagement and new learning.</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>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher plans whole-class instruction.</p> <p>Teacher uses World Book Encyclopedia and Grolier's New Book of Knowledge to introduce a new concept.</p>	<p>Teacher plans for students to select their own groups</p> <p>Teacher collaborates with content area teachers to select some resources to introduce a new concept. Teacher's plan includes texts with a range of complexity.</p>	<p>Planned groups are based on student learning needs, skill level, interest survey, etc.</p> <p>Teacher collaborates with content area teachers to select multiple resources to introduce a new concept: current events, informational texts, works of art, websites, multimedia, digital tool, etc. Teacher's plan includes texts with a range of complexity.</p>	<p>Planned groups are based on content area strengths/interests, student learning needs, skill level, interest surveys, etc.</p> <p>Following introduction of new concept, teacher plans for students to make their own interdisciplinary connections by providing time for independent self-directed investigation.</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>Criteria for student success</b>  <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Does not 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.
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher's plan states, "Students will read fiction text and write a sentence stating the theme."</p> <p>Teacher plans to have students hand in their written theme statement.</p> <p>Teacher plans to remind students to hand in their work when finished.</p>	<p>Teacher collaborates with English teacher on general questions related to the lesson, but does not determine acceptable responses /likely unacceptable responses.</p> <p>Students will read a fiction text. Students will work in groups to write a sentence identifying the theme that includes some evidence from the text.</p> <p>Teacher plans to read a fiction text aloud. Teacher plans to give students a copy of text. Teacher will explain that students must have some details from the text and a theme statement to meet success.</p> <p>After students complete a research project, teacher plans time for students to evaluate their progress based on the communicated criteria (e.g., student logs in to SurveyMonkey website to complete teacher-generated self-assessment).</p>	<p>Teacher collaborates with English teacher on specific questions related to the lesson and determines a range of acceptable responses and likely unacceptable responses.</p> <p>Students will read a fiction text. Students will work in groups to write a sentence identifying the theme of the passage.</p> <p>Teachers know that there will be multiple correct answers and that students will need to support answers with two pieces of evidence.</p> <p>Teacher plans to read fiction text aloud. Teacher plans to give students a copy of text. Teacher will explain that students must have two specific details from the text to meet success, as well as a theme statement.</p> <p>As students work on a research project, teacher plans time for students to evaluate their progress based on the communicated criteria (e.g., student logs in to SurveyMonkey website to complete a teacher-generated self-assessment).</p>	<p>Following the practice of finding a theme with supporting evidence, students will read another fiction text. Teacher and English teacher plan for students to determine the amount of supporting evidence needed.</p> <p>The teacher plans for students to turn and talk with partner to remind each other of the success criteria.</p> <p>Prior to work on a research project, teacher guides students to create a self-assessment tool (e.g., rubric, questionnaire, etc.). As students work on a research project, teacher plans time throughout the project for students to assess their individual progress using their own assessment tool.</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>  <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>	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.
<b>SAMPLE EVIDENCE</b>				
	End of unit quiz will be given after the unit is complete.	Teacher collaborates with content area teacher to use technology tools (SMARTBoard clickers, online polling), exit slips, questioning, and/or observation at the mid-point and completion of the lesson.	Teacher collaborates with content area teacher to use technology tools (SMARTBoard clickers, online polling), exit slips, questioning, and/or observation at key points throughout the lesson.	Following the teachers' assessment, teachers plan for students to rate themselves based on self-assessment rubric.

### 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 says, "Today we're going to complete a worksheet on research. When you're done, you can find a source about the Vietnam War."	Teacher says, "Today we are going to do a short research project on the Vietnam War. We will be using print and nonprint sources to find some facts about the war."	Teacher projects objective as written on class webpage.  Teacher says, "Today, we are going to compare and contrast treatments of the Vietnam War in various primary and secondary sources. Remember, we need to be critical readers as we find resources and evaluate the arguments of each source."	Teacher says, "Think back to your English I Final Research Project. What strategies did you use to search and select appropriate print and nonprint sources? How did you evaluate sources?"  Student responses include:  "Develop an essential question to focus searching."  "Use specific keywords and databases."  "Collaborate with others to share resources through Google Docs."

### 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>			
	The teacher incorrectly defines argumentative writing: "Argumentative writing helps readers to better understand a process."	Teacher says, "Arguments are used in writing to change the reader's opinion." The teacher provides a sample of information text about animal habitats but calls it argumentative writing.	Teacher says, "Remember, arguments are used in writing for multiple purposes. Your stance on the loss of animal habitats should be written with the purpose of changing the reader's thinking or to ask the reader to accept your explanation of the issue."	During writing time, one student says to another, "The stance you've chosen is clear, but what about a counterclaim? To convince the reader to change their thinking, you might want to consider the strengths and limitations of the other viewpoint."



### 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>	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
	<b>SAMPLE EVIDENCE</b>			
	Teacher says, "Today you need to finish your argumentative draft. You also need to acknowledge counterclaims in your writing. Be sure you've done that before you hand in your work."	Teacher says, "Think about why writers acknowledge counterclaims in argumentative writing. Today, we will identify counterclaims to strengthen argumentative writing."	Based on students' current argumentative draft papers, teacher assigns students to one of three groups. Groups are given differentiated tasks with increasing levels of complexity to practice acknowledging counterclaims in argumentative writing. One group requires more support from the teacher. At the end of the session, students reflect on questions: "What do I clearly understand? What don't I understand?"	Student says, "I think we should use argument here to build our logical claim for more state and federal money for environmental protection in our country." Another student says, "How about we make a T chart in Google Docs for claims and counter claims!" Another says, "I'll start developing a list of web resources for each claim in an additional column."

### 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>			
	Students are directed to the article's keywords in the margin box marked "Vocabulary." Student says, I don't get these words!" Teacher says, "Don't worry; you'll still get the gist of it."	Teacher says, "I want you to read through the text and highlight any unknown words. Record the words in your personal word list, and record definitions from the glossary, too. You should know all the words."	Teacher says, "Let's look at the word 'biodiversity'. What do you know about this word?"  Student says, "The prefix 'bio' means life, like in the word 'biology.'" The teacher posts the word 'biodiversity' on the classroom word wall. Students add the word to their personal word lists.	Student says, "I think this word 'refute' is a counterclaim about bears' loss of habitat as evidence against the author's claim that there is plenty of room for them. Look at how it's used in the sentence."  Student reads, "The fact that bears are being seen in people's yards refutes the claim that there is plenty of available room for wildlife."  Both students agree to add "refute" to their word wall.

### 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 says, "OK, let's read our article on the current situation in Iraq and do questions 1-5."  "What is going on?"  "Who are the major groups?"  "What is the U.S. doing?"	Teacher says, "Using your maps and the online news article, who can tell me where Iraq is located?"  "How would you describe the major players involved?"  "How would you summarize what is going on there this week?"  "Why is Iraq important to the U.S.?"  "What should the U.S. do?"	Teacher says, "Today, your team is simulating a college action research team questioning the U.S. involvement in Iraq."  Teacher asks a variety of questions, including:  What do you consider to be primary sources of information coming out of Iraq?  How can you determine authenticity, bias, or objectivity?  Given those sources, how will you collect, analyze, and evaluate evidence to construct possible patterns and themes?  Using patterns and themes, how will you determine a position on U.S. involvement in Iraq?	Students develop questions to structure research, and evaluate consumer-reliable resources. Student questions include:  "What trusted resources are we already familiar with?"  "How can we get live feeds from the field?"  "How might we use Twitter or other social media to gather information?"  "How should we organize our research findings?"

### 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.
	The teacher shows a news clip about U.S. airdrops in Iraq. Students complete a worksheet about the video clip.	The teacher places students in groups. Students read an article and watch a news clip about U.S. airdrops in Iraq. Students discuss what they read and saw in the video.	Teacher states, "For the past few lessons, we've been exploring the U.S. involvement in Iraq. Today, you will review two sources written from both countries' perspectives. Your job is to develop an argument about U.S. involvement in Iraq. Support your claim using textual evidence. You will work together to talk about the sources and your ideas before it is time to write."	Student groups review sources. Student says, "I still think we need more information about the Iraqi perspective. Let's try some different keywords and use the country codes."  Another student says, "I want to know more about current perspectives. I'll add what I find to our Google Doc for the next steps of our work."

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<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.
<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 places students in groups by age and has them watch a video on "Eight Career Pathways for High School Students." Teacher says, "Record any questions you have on the notecard. I will review the questions and answer them."	Teacher arranges students in groups by similar Career Pathway results. Teacher says, "Read the article about your chosen career area. Then, record three questions that you would like to research. If you need help, ask someone in your group."	Teacher arranges students in groups by similar Career Pathway results. Teacher says, "With your group, talk about your Career Pathway results. What questions do you have about your employment results? Consider quality of life, pay and benefits, career and academic qualifications, and job availability. Together, develop a list of questions to guide your future research."	Career Pathway teams research career information relevant to their Pathway. Student says, "Let's work together. I'll research salary and benefits in the south and west and you do the same by north and east." Student says, "Perfect. Then we can compare and revise our research plan based on what we learn."

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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>
<p><b>Student responsibility and independence</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>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher says, "Today, you will be working independently. I will pass out materials, and you will continue where we left off yesterday. If you have a question, you may ask me."</p>	<p>Teacher says, "Today, we will be in two groups. The Hawks have their materials over on table three and the Squirrels have their materials with me on table two. We will continue where we left off with the video clip. Remember your group roles during sharing."</p>	<p>Teacher says, "Yesterday, we practiced listening by viewing a video clip together and identifying the speaker's main idea and supporting details. Today, you will choose a video from the list to demonstrate your listening skills. Once you finish, we will share our learning in groups. Remember, everyone will be expected to speak and listen."</p>	<p>Students log on to Edmodo and post questions, answers, and progress during and outside of class time. Students in one group collaborate digitally with students in another group to create notes and questions for the video clip.</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>
<p><b>Ongoing assessment of student learning</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher says, "Today we are in the library to learn about how technology can help us do our short research project. Let's look at our worksheets and brainstorm five ways to use social media apps for schoolwork."</p> <p>Teacher says, "Turn the worksheet over to indicate you are done and sit quietly for the next set of directions."</p>	<p>Teacher says, "OK, did everybody finish the worksheet on social media apps for short research projects? Was everyone able to make connections to using apps for schoolwork? Thumbs up if you were!" Students show thumbs up. Teacher says, "Good job! We can move on as we only have two sessions in our library."</p>	<p>Teacher checks in with each group and asks questions to check students' understanding of using social media apps to communicate research.</p>	<p>Students check each other's understanding of using social media apps to communicate research.</p> <p>Student says, "We could build a Google Form to create collaborative note pages with a section for embedding citations for text and images. What do you think?"</p> <p>Students respond, "Yes, this should help us avoid plagiarism because we can easily access our citations anytime." Another student says, "And we should save time with all our notes and resources are in one place."</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>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>			
	Teacher says, "I think you are on task with the short research project. So far, you are right where you need to be and are passing with a C+. Carry on."	Teacher says, "I like how you are using images in your research project. Isn't this graph interesting? I'll check you off for using an image on the research project checklist."	Teacher says, "We discussed when revising that we look for coherence, grammar, voice, accuracy, and richness of details. Check your work for each category by reading out loud and highlighting sections that may need revision in each area. Does it sound logical? Is there flow between main ideas and supporting details? Have a peer read sections that you question. See me with your highlights."	Teacher says, "Let's get back into our groups for some additional revising. Work with your peers using the 'Writer's Guide to Revising' chart located in your packet. Remember, we look at grammar, voice, accuracy, coherence, and rich supporting details. Remember to use our Feedback Protocol to provide effective feedback if necessary."
	Student asks, "Do I just go on?" Teacher responds, "That depends. Do you think your work is the best it can be?"	Student says, "Yeah, I noticed all the colors, too, and I thought you would like it. That's why I put it in there."	Student says, "Here are my highlighted revisions. I changed the order of details in paragraph three to better support my claim. I also noticed places where I used a passive voice and changed it to an active voice. Can you check it out?"	Student says to the group, "Thanks for leaving feedback on my Google Doc. I made some changes to include more active voice, like you all suggested. Are you guys cool with looking at mine again?"

### 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>			
	One student group asks for assistance with writing introductions. The teacher tells the group, "You'll have to wait as I'm going over conclusions today, and I don't want to hold up the class."	Teacher says, "Based on your exit slips, I'm happy to see that you all indicate we are good on using supporting details! That's good because today I planned to go over conclusions."	Student comments on Google Doc drafts include: "Where do I find MLA sources?" "I don't think your formatting is correct for the bibliography." "I think you might need to include a page reference." Teacher says, "Based on your peer feedback, I noticed that many of you have questions about proper MLA formatting. Let's take a few minutes to log onto Perdue Online Writing Lab's section for MLA and identify common citations together."	Teacher generates a Google Form survey as an exit slip for students to complete. The form has these categories: 1.) Complexity of directions 2.) Text and resource complexity 3.) Task relevance and levels of interest 4.) Social versus individual learning structures 5.) Technology versus paper media Teacher says, "I will use your feedback and suggestions to modify tomorrow's lesson."