

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

**Evidence Guide
Illustrative Examples of Library Media 3-5**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut Evidence Guides

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

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The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matters, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Student says, "I just finished <i>Charlotte's Web</i>, and I loved it." In front of the whole class, another student says, "You remind me of Wilbur." Teacher laughs along.</p> <p>When students come in to use the library, teacher sits behind circulation desks and shushes students.</p>	<p>Student says, "I just finished <i>Charlotte's Web</i> and loved it." Another student responds, "That book was dumb." Teacher overhears and says, "It's OK to disagree, but we must use respectful language." The same student then says, "Who wants to read a book about a stupid talking spider?" Teacher doesn't respond.</p> <p>When students come in to use the library, students sit at tables to work. Teacher addresses students as they signal her with a question.</p>	<p>Student says, "I loved <i>Charlotte's Web</i>." Another student responds, "Oh, maybe I should read that, too." The first student replies, "I think you will really enjoy it." Teacher says, "Peer recommendations are really helpful. Thanks."</p> <p>When students come to use the library, teacher greets them 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>Student says, "I just finished <i>Charlotte's Web</i>, and I really liked it. What would you recommend I read next?" Another student responds, "How about <i>Shiloh</i>? It's right over here on the shelf. I'll show you."</p> <p>When students come in to the library, teacher greets them with a smile. Students engage teacher in conversation about what they're working on and ask for guidance. Students listen to each other and help each other. Collaborative work is completed efficiently with each student being considerate and attentive of classmates in their group.</p> <p><u>Good evidence should include specific examples of how students are efficient and attentive</u></p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	<p>When one student says to another student, "Can you please help me with this word?" The teacher says, "Stop talking. If you have a question, ask me!"</p> <p>Teacher says, "Get any book to read. I don't care what it is."</p>	<p>When one student says to another student, "Can you please help me with this word?" The teacher smiles and nods approval. When another student asks her table partner to explain why the spider can talk, the teacher tells the students to stop talking.</p> <p>Teacher points out displays and interest areas of collection. Teacher leaves students to make own choices.</p>	<p>When one student says to another student, "Can you please help me with this word?" The teacher listens to the exchange and then bends down and at the side of the table and says, "Thank you, Juan, for helping Isabelle."</p> <p>Teacher asks students to tell him about their interests. Several students share they are interested in sports. The teacher suggests several books that might interest them. Teacher suggests other books based on students' interests.</p>	<p>Students quietly read at their tables. No disrespectful behavior is observed.</p> <p>Students offer feedback to one another using positive language: "That's a great idea; I agree with Sammi, she always picks good books; that is a good way; how about trying this way?"</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Collection reflects personal opinions, interests and views of teacher.	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.	Collections reflect staff and student recommendations and teacher actively seeks recommendations from students. Collection is closely aligned with classroom curriculum.
	<p>During a fairy tale unit discussion about Cinderellas around the world, a student from China mentions Yeh-Shen, the Chinese Cinderella, a story her grandmother told her. Another student says, "But she's not as pretty as the real Cinderella." The teacher does not respond to the comment.</p> <p>During an Earth, Sun, Moon research unit, students are assigned a poster project and are assigned the Earth, sun or moon to study.</p>	<p>During a fairy tale unit discussion on Cinderellas around the world, a student from China mentions Yeh-Shen, the Chinese Cinderella, a story her grandmother told her. The teacher responds, "How nice," and asks her to tell the class about Yeh-Shen. When another student says, "Who cares?" the teacher does not respond.</p> <p>During an Earth, Sun, Moon research unit, students are assigned a poster project and are allowed to choose between Earth, sun or moon.</p>	<p>During a fairy tale unit discussion on Cinderellas around the world, a student from China mentions Yeh-Shen, the Chinese Cinderella, is a story that her grandmother told her. The teacher responds, "Have you ever visited China?" Does anyone else have a story with a similar character?"</p> <p>During an Earth, Sun, Moon research unit, students are assigned a poster project based on their choice of topic relating to Earth, sun or moon. Sample topics are given, including solar flares, lunar landing, natural satellites, etc. Students are asked to decide which topic they will choose.</p>	<p>During a fairy tale unit on Cinderellas around the world, a student from China mentions Yeh-Shen. Teacher gives examples of other Cinderella-like figures, and students suggest that they all research Cinderellas from their own heritage and share what they learn.</p> <p>During an Earth, Sun, Moon research unit, students are given an assignment in which they get to choose their own topic relating to space, and present their learning in a way of their own choosing (i.e., skit, Google Presentation or poster).</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>
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Students do not feel safe sharing ideas. When a student responds to teacher's question another student interrupts and says, "That's stupid." Teacher does not respond.</p> <p>While comparing fiction and nonfiction books on spiders in a Venn Diagram, no students offer details for the chart. Teacher stands with arms crossed and waits for responses. After two minutes, teacher asks question again. Teacher says, "I'll wait for you."</p>	<p>Some students feel safe sharing their ideas. When a student responds incorrectly to teacher's question, another student interrupts and provides the correct answer. The teacher says, "It is OK to make mistakes."</p> <p>While comparing fiction and nonfiction books on spiders in a Venn diagram, the same four students raise their hands repeatedly to contribute ideas.</p>	<p>Students feel safe sharing their ideas. When a student responds incorrectly to a question, and another student attempts to give the answer, the teacher says, "Let's give Jodi a chance to think about this. We can learn from our mistakes."</p> <p>While comparing fiction and nonfiction books on spiders in a Venn diagram, 14 of 18 students add ideas to it.</p>	<p>Students feel safe to respectfully challenge ideas. One student responds incorrectly to a question and another student says, "I understand what you're saying, but have you thought about it like this..."</p> <p>Student agrees and rephrases his response.</p> <p>A student says, "I'm still confused about what goes in the middle section of the Venn Diagram." Another student responds, "You put ideas in the middle when the fact fits both sides."</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>When headphones in the lab aren't working, teacher fixes the problem without student input.</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 Erin Hunter." Teacher takes student to shelves and finds no titles. Teacher says, "Looks like they're all out. Come back tomorrow." Teacher does not suggest alternatives.</p>	<p>When headphones in the lab aren't working, teacher gives instruction on how to troubleshoot the issue. Teacher leads students through the strategies each time it happens.</p> <p>Teacher says, "Some of you are ready to try these online research tools. You can use your laptops and try out these tools. The rest of the group will have a worksheet to complete."</p> <p>Student asks teacher, "Can you help me find a book? I like Erin Hunter." Teacher takes student to shelves and finds no titles. Teacher says, "Looks like they're signed out, how about trying Brian Jacques?" Teacher works with student to find a title.</p>	<p>When headphones in the lab aren't working, teacher prompts, "You can figure this out. It's just like last week when you had this same problem. Do you remember what we did?"</p> <p>Teacher says, "Research can be difficult, but this is building a strong foundation." After demonstrating the online research tools, the teacher has all of the students use their laptops to tryout some of the tools.</p> <p>Teacher uses strategies, such as book-talks, mystery reads, and book buffets to stretch kids beyond their typical choices.</p>	<p>When headphones in the lab aren't working, a student says to another student, "Let's brainstorm. Last time that helped us. We should write it down just in case it happens again."</p> <p>Student says, "I am going to use these research tools to find more information about birds for my story."</p> <p>Students use their Online Public Access Catalog (OPAC) software or a notebook to track reading and proactively ask for assistance to select a different genre and/or a more difficult book.</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
<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			
	No expectations are set or expressed for appropriate library behavior. Expectations change from student to student. Teacher says, "That's not where that goes" but offers no direction.	Expectations that were set at the beginning of the year for appropriate library behavior are posted. Teacher reminds one student about expectations when he stands on a book on the floor, but ignores another student running through the space.	Expectations for appropriate library behavior 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."	Students remind one another about appropriate behavior. One student says to another, "Remember, put your books in the book drop."
	Two minutes after starting the lesson, a student asks "What should we be doing?" Three minutes later another student asks the same question. Lesson is not completed.	In preparation for a computer programming lesson, teacher says, "Remember, I will know you're ready when your laptops are closed, your hands are in your laps and your eyes are on me." Four students have laptops open and touch keys. Teacher ignores behavior and starts the lesson. Six minutes into the lesson, student asks, "What am I supposed to do?"	In preparation for a computer programming lesson the teacher says, "Remember, I will know you're ready when your laptops are closed, your hands are in your laps and your eyes are on me." Teacher models ready behavior at front of class. Thirty seconds later students are ready to begin.	Students settle at tables and remind one another to keep laptops closed and keep bodies still in order to be ready.
Five students run to get into line. Teacher shakes her head but does nothing.	Five students run to get into line. Teacher says to students, "I noticed you running to line up. Don't do it again." Meanwhile another student runs to line, but the teacher says nothing.	Five students run to get into line. Teacher says "Running to be first in line is not the way we lineup. Before we get started, let's take a walk to the wall where our expectations are posted and review them before we begin."	After the lesson, the teacher announces its time to line up. Students get up quietly, put their materials away, and walk to the door.	

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>During a heated discussion, one student says to another, "You're stupid. That's wrong." Teacher does not respond.</p> <p>Half the class is prepared with folder and pencil. Teacher says to the other students who do not have their folders and pencils, "Without a folder and pencil, you can't do today's work. You'll have to do it for homework."</p>	<p>During a heated discussion, one student says to another, "You're stupid. That's wrong." Teacher says, "That's not how we talk to one another. You should know better than that" yet does not address another student who made a similar comment.</p> <p>Teacher praises one table for being prepared with folder and pencil but does not praise the other fully prepared tables.</p>	<p>During a heated discussion, one student says to another, "You're stupid. That's wrong." Teacher uses the opportunity to introduce strategies for how to respectfully disagree with each other. Teacher provides time for students to practice using the language.</p> <p>Teacher acknowledges each table that is ready with their pencils and folders and says, "Thanks to those of you who remembered their folders and pencils. You are ready to go. This shows that you are respectful of our time together. How can we help everyone to remember to come prepared with their pencils and folders ready?" Students suggest they remind one another.</p>	<p>During a heated discussion, one student says to another, "You're stupid. That's wrong." Two other students remind the student of strategies for respectful disagreement with each other. The two students apologize for their comments and begin to present their own ideas.</p> <p>Teacher says, "It looks like everyone remembered their folders and pencils. Did you remind each other before you left the classroom?" Student responds, "Yes. We checked with each other before we left to make sure we were ready for class." Teacher says, "Excellent. I'll let your classroom teacher know that you earned a reward marble."</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
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	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.	Service provider encourages and/or provides opportunities for students to demonstrate and/or 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>	SAMPLE EVIDENCE			
	After read-aloud and discussion, students get up noisily and begin Book Look. It takes two minutes for students to get shelf-markers. At end of class, the teacher says, "Time's up. If you haven't signed your book out yet return it to the shelf."	After read-aloud and discussion, teacher states that it's time to begin Book Look. Teacher reminds students to use shelf-markers and appropriate behavior. Seven minutes later teacher says, "There are three minutes left, return your shelf-markers and line up at the circulation desk." At one minute left, the teacher gives a final reminder. Some of the students line up at the desk, but others continue looking for books.	After read-aloud and discussion, teacher states that it's time to choose books. Students quietly stand, get shelf-markers and begin their Book Look. Teacher says, "There are three minutes left before we line up." Students promptly return shelf-markers and line up at the circulation desk to check out.	After read-aloud and discussion teacher states that it's time to choose books. Students quietly stand, get shelf-markers and begin their Book Look. The designated timekeeper notices that there are three minutes left and prompts her classmates to make their choices and get in line to check out. All the students are in line and ready when the three minutes are up.
	Teacher says, "It's time to move to the lab." Students do not move and several ask, "What are we doing?" Teacher repeats the direction five times. Materials are left behind.	Teacher says, "It's time to move to the lab." Eighteen students move to the lab and four do not. Student asks, "What do we do now?" Materials are left behind.	Teacher says, "It's time to move to the lab." Students get up, gather materials, move quietly to assigned computers in the lab, and begin working.	During transition to lab, students look around and remind each other to bring materials and to leave water bottles behind. Students help each other when problems arise.
During class, the computer lab's Internet goes down. Teacher announces, "The Internet is down, so I can't do my planned lesson. You can have free time."	During class, the computer lab's Internet goes down. Teacher announces, "We can't do our lesson today. You have the choice between Type to Learn or Sumdog, the math program."	During class, the computer lab's Internet goes down. Teacher announces, "The Internet is down today, so I know you have some publishing to do for your poetry project. Why don't we work on that? Does anyone have any question about today's change in plans?"	During class, the computer lab's Internet goes down. Teacher announces, "The Internet is down today." A student suggests they continue working on publishing their poetry in Publisher.	

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher does not identify what standards are being addressed in the lesson. Lesson objective is to follow an inquiry-based process to explore career choices (AASL 1.1.1/CC3.W7, CC3.W.8). Teacher plans to read students stories about careers and to discuss them with students. No standards are referenced.	Some of the AASL (American Association of School Librarians)/CCSS standards listed in the plan support the content of the lesson, but other standards listed are not addressed in the lesson content. Lesson objective is to follow an inquiry-based process to explore career choices (AASL 1.1.1/CC3.W.7, CC3.W.8). Teacher plans to present a graphic organizer without modeling its use to students. Teacher will select all materials for student research.	Teacher has identified specific AASL (American Association of School Librarians)/CCSS standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards. Lesson objective is to follow an inquiry-based process to explore career choices (AASL 1.1.1/CC3.W7, CC3.W.8). Teacher plans to use a graphic organizer as a tool for students to collect information. Teacher will model filling in the graphic organizer, then show examples of different sources students can use. Students will work independently to fill in organizer.	Teacher has identified specific AASL/CCSS standards based on student needs. All lesson activities and planned assessments are aligned to the specific standards. Following the inquiry-based lesson on careers, students will use their gathered information to compare and contrast how their chosen career may have changed in the last 50-100 years. Teacher plans time for students to share the information they have found.

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>
<p>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>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>
	SAMPLE EVIDENCE			
	<p>Teacher plans to read a fiction story about community helpers. Then the teacher plans for students to read a page of nonfiction text on medical careers. Teacher will prompt students to give examples of text features. Students will take notes.</p> <p>During lesson three in a five-week research on immigration project, the teacher plans to teach students how to construct a bibliography. The first planned activity is for students to read aloud the nonfiction story, <i>All The Way To America</i>, by Dan Yaccarino, to demonstrate a primary source and answer comprehension questions.</p>	<p>Teacher plans to project a page of informational text and asks students what they observe. After responses, teacher plans to introduce the topic of text features and gives examples (CC3.RI.5). Teacher plans to instruct students to read for information without modeling. Students will read nonfiction texts on medical careers.</p> <p>During lesson four in a five-week research project on immigration, the teacher plans to teach students how to construct a bibliography. Teacher plans to model one source for students and then have students complete a worksheet to practice constructing a bibliography.</p>	<p>Teacher plans to project a page of informational text and ask students what they observe. Teacher plans to elicit examples of text features from students. Then teacher will model reading for information in a nonfiction text about careers. Teacher will show students how to use such features as headings, bold type, and captions (CC.3.RI.5). Students will practice with nonfiction texts and share findings with group.</p> <p>During lesson five in a five-week research project on immigration, the teacher plans to teach students how to construct a bibliography. Teacher plans to model correct format for each type of source, give sample 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 imagine the impact on their community if their chosen career were not part of it. Students will use evidence from their nonfiction reading to support the importance of their career.</p> <p>Teacher plans to shows students how to use the EasyBib program to create a bibliography. 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
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 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 sources. Students are limited to one specific site.	Teacher plans for students to expand their print research to include online sources. Teacher will give students specific sites to look at, and then give them the opportunity for independent web exploration.	Following the independent web exploration, students will pair off and discuss the most useful website they used. Teacher plans for students to create a wiki, publishing their top three most useful research websites.

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>
<p>Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs</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>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
	SAMPLE EVIDENCE			
	Teacher follows curriculum-pacing guide to plan lesson. Teacher passes out worksheet with genre definitions on it. Teacher plans to have students memorize definitions for a quiz on genre.	Lesson is planned based solely on previous year’s assessment data. Teacher plans to provide whole class with blank genre cards and asks them to recall the definitions.	Lesson is planned based on prior assessment data of students’ genre knowledge, current formative assessments and observation of student needs. Teacher plans to provide one group with genre cards and genre definitions. The second group will receive genre cards and be required to explain the words independently.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps in understanding genres. Teacher plans for students to create a recommended reading list for other students at their grade level. Students will list their top five choices in the genre of their choice.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher plans for students to write fables. Teacher will read some fables aloud, and then have students write their own independently.	Teacher plans for students to create and act out fables. Working in random groups, students will plan, write, and present original fables.	Teacher plans for students to create and act out fables. Working in groups, students will plan, write, and present original fables. Each student in the group will take on the task best suited to his or her ability.	Teacher plans for students to present their fables using their own choice of media: acting, singing, PowerPoint, etc.
	Teacher plans to have students copy the definitions of genre.	Teacher plans to have students find examples of books around the library that fit into specific genres. Students will explain their choices.	Teacher plans to have students find examples of books around the library that fit into specific genres. Students will give evidence, using the vocabulary of the different genre types, to explain their choices.	Teacher plans to have students choose whether to create a glossary of new vocabulary or illustrations of each word and phrase.
	Teacher plans for students to write and present a brief review of an assigned book.	Teacher plans for students to write and present a brief review of a book chosen from a preselected list.	Teacher plans for students to write and present a brief review of an independent book choice within a specific genre.	Teacher plans for students to choose the medium in which to present a brief review of an independent book choice in any genre.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher identifies a specific passage and plans questions where answers are stated explicitly in the text. Many of the questions are about personal connections, which may not require that students have read the text at all. Teacher plans to have students use a graphic organizer to collect information and answer questions.	Teacher identifies a specific passage for analysis and plans a series of text-dependent questions where most answers are stated explicitly in the text and asks for a short summary. Teacher plans to have students use a graphic organizer to collect information and answer questions. Students will write a one-paragraph summary of their reading.	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. Teacher plans to have students use a graphic organizer to draw inferences from their collected information.	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. Teacher plans to have students synthesize their information from multiple sources and create a presentation about their topic using the medium of their choice.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher’s plan states, “Students will read nonfiction text and talk about main idea.”</p> <p>Teacher plans to have students hand in their responses when they have answered the questions.</p> <p>Teacher plans to remind students to hand in their work when finished.</p>	<p>Teacher plans specific questions related to the lesson but does not determine acceptable responses /likely unacceptable responses.</p> <p>Students will read a nonfiction text. Students will work in groups to write a sentence stating the main idea.</p> <p>Teacher plans to read nonfiction text aloud. Teacher plans to give students copy of text. Teacher will explain that students must have some details from the text and a main idea sentence to meet success.</p> <p>Teacher plans time for students to evaluate their responses based on limited criteria, such as “I included details in my answer, and I wrote in complete sentences.”</p>	<p>Teacher plans specific questions related to the lesson and determines a range of acceptable responses and likely unacceptable responses.</p> <p>Students will read a non-fiction text. Students will work in groups to write a sentence stating the main idea.</p> <p>Teacher knows 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 nonfiction text aloud. Teacher plans to give students copy of text. Teacher will explain that students must have two specific details from the text to meet success, as well as a main-idea sentence.</p> <p>Teacher plans time for students to evaluate their responses based on the communication criteria (i.e., with a partner or independently).</p>	<p>The teacher plans for students to turn and talk with partner to remind each other of the success criteria.</p> <p>Teacher plans time for students to use feedback from peers in order to self-assess their responses, based on the agreed upon, student generated criteria.</p> <p>Following the teacher’s assessment, teacher plans for students to rate themselves based on rubric.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of 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>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
	SAMPLE EVIDENCE			
	End-of-unit test will be given after the unit is complete.	Teacher plans to use recall questions, use of "thumbs-up/thumbs-down" to gauge student understanding, yes/no answers on whiteboard, etc.	Teacher plans to use whiteboard, on-line polling tools, questioning, and observation.	Following the teacher's assessment, teacher plans for students to rate themselves based on 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
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	No evidence of posted SLOs. Teacher says, "OK, let's all log on and start searching for information on habitats."	LMS gives audible references to SLOs without any visible postings. Teacher says, "Today, we will be researching habitats using books and websites."	LMS posts, explains, and reviews SLOs in student-friendly language with academic vocabulary in visible location. Teacher says, "OK, Let's all look up here at the easel to find out what good researchers do. You can always look back here if you forget. We will be using these steps for the next few weeks to guide our work."	LMS posts, explains, and reviews SLOs in student-friendly language with academic vocabulary in visible location. Students say, "This is just like in social studies when we talked about our research on habitats."

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	The teacher points to the cover of the book and says, "We won't need to look at this picture, once we begin reading the book. You no longer need pictures to tell you the stories in books. You're readers now. Just skip the pages with pictures and read the words with me."	The teacher incorrectly refers to illustrator as the author of the book. Teacher shows the front cover of a picture book and says, "What a pretty picture. The author (sic) must love to draw."	Teacher says, "Illustrators are artists, who create pictures to give readers additional information about the picture book. Look carefully at the front cover, and try to predict what the story might be about. Notice colors and details."	Students gather around the librarian's chair to see the front cover of the new picture book. Student says, "What a great illustration! I love the way the illustrator shows the details of the bug on the branch. I wonder why there is a shadow over the bug. Will a spider or another type of predator be part of the story?"

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content progression and level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical profession and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
SAMPLE EVIDENCE				
	<p>Students come in and sit down in front of a laptop. Teacher says, "So, I heard that you are all doing a project on an animal. Go on the Internet, and find out information about your animal. Write some notes down."</p> <p>Student says, "Where do we go for information?"</p> <p>Teacher says, "Go where ever you want. Just make sure you write down some notes."</p>	<p>Students come in and sit down in front of a laptop. Teacher says, "Remember when we used these before vacation? You learned how to cut and paste in Word, so now I want you to find new pictures of some animal, put them on a Word document, and then I'll show you how to enlarge some of them and print in color."</p> <p>Student says, "I don't remember how to cut and paste."</p> <p>Different student says, "I do, and I already know how to make a picture bigger and print. So, now what?"</p>	<p>Students previously had a technology assessment that allows the teacher to group students by their level of computer competency, when using laptops for research.</p> <p>Teacher says, "Today, you will be assigned a table number, where you will sit with other students to complete a task. All of you are working on your chosen animal topic. Each table uses different resources for researching their animals' habitats. Look in the folder on your table, and you will find a list of directions, the database you will be using, and a graphic organizer that will help you take notes and find main ideas. I will be coming around to each table to make sure that everyone understands their tasks for the day."</p>	<p>Students will be sitting with other students, who have chosen the same topic to research. Last week's lesson included learning how to find a main idea and to use a graphic organizer to facilitate note taking, when reading nonfiction text. Students this week have a choice of three graphic organizers. They then may choose one of four articles on their chosen topic. They will independently read the article, complete the graphic organizer, and then share the main ideas and details of their article with their table group. They will then combine all of the main ideas from all the articles together on a large piece of paper with colored markers that align with the different texts as a step toward coming up with a specific idea for a project on the topic.</p> <p>Student says, "Wow, I didn't know all this information on motorcycle racing. I'm glad that we shared the ideas from the different articles. I now have enough information to know what I want to write about, and it's not just about what a motorcycle looks like!"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
SAMPLE EVIDENCE				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<p>Teacher reads a picture book that has some challenging vocabulary.</p> <p>Student asks, "What does that word mean?"</p> <p>Teacher says, "Don't worry about one word. Just listen to the story."</p>	<p>Teacher reads a challenging picture book to a class and afterwards hands out a sheet with three vocabulary words and their definitions on it.</p> <p>Teacher says, "These words are good ones for you to know and try to use. Please take the sheet with you back to your class."</p>	<p>Teacher has three vocabulary words on an easel in front of the class, as well as on a large piece of paper on each table, alongside colored markers. The paper has no definitions. Teacher then prefaces the reading of a challenging picture book by reading aloud the three words and asking the students to listen carefully to the story to find out what they think each word might mean. When they hear the word and think they know what it means, they may use a marker and write their definition under the word. After the story, each table will read aloud their synonyms for each word. Through a vote of hands, the class will choose the most effective words. The teacher will then replace the original word with the chosen ones to see if the class agrees once again on a definition. Teacher will assist them in finding the more appropriate word through a discussion on their choices and the text.</p>	<p>Teacher has three vocabulary words on an easel in front of the class, as well as on a large piece of paper on each table, alongside colored markers. The paper has no definitions. Students take markers and write down their choice of synonyms for any words that they think that they already know. They then are asked to write the original three words on the back of the sheet and leave this side facing up. Teacher then prefaces the reading of a picture book by asking for students to read aloud the three words. Students are directed to listen carefully to the story to find out what they think each word means in the context for the story. When they hear the word and think they know what it means, they may use a marker and write their definition under the word. After the story, each table will look at their original ideas and compare them to the ones that they recorded during the story. Through a vote of hands, the class will choose the most effective words.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
				<p>Teacher says, "Why are there differences in the synonyms? What do we know about the way we use words? Many words mean about the same thing but actually feel differently. What do you think I mean by this? For example, what's the difference between using the word 'house' with 'home' or 'domicile' in your writing? Which word feels the warmest?"</p> <p>The teacher would then explain the difference between a word's connotation and denotation through a discussion of how students use words, as well as how the author used the words in the text.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher asks, "What are some of the characteristics of a strong musher? Look at the sheet on your table to help you answer."</p> <p>Teacher gives a half-page biography on a specific Iditarod musher to each table of five students. On the table is a sheet with a list of characteristics of a dog racer. The students then check off characteristics that they find in their musher's biography.</p>	<p>Teacher says, "Why must the mushers be in good physical shape to race?"</p> <p>Teacher gives out a list of 20 strong mushers in past Iditarods, as well as a list of characteristics of a strong musher. Each student will choose one musher to research by filling out the graphic organizer on the characteristics of a strong musher. Each table of students shares their musher information with the class.</p>	<p>Teacher says, "After looking at the personal stories of the winners of the Iditarod in the past three years, what characteristics do you see that the mushers had in common? Using evidence from the text, what characteristic do you believe would be the most essential one to have, if you wanted to win the race?"</p> <p>The teacher hands out a list of characteristics of a musher and lead dog. Students at each table choose and then justify their table choices of the best musher and lead dog in the Iditarod by reviewing their notes gathered from the Iditarod website yesterday.</p>	<p>Student says, "I wonder why some of these men and women continue to race in the Iditarod, considering how dangerous and lengthy the race is. What makes them continue to punish their bodies?"</p> <p>Students then decide on the traits that they feel a musher must have in order to complete the Iditarod. Students then choose some of the top mushers according to their criteria, and, with their table peers, defend their choices to the other tables.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher assigns a world country to each student. Atlases and country books, as well as encyclopedias are on a large table in the front of the class.</p> <p>Teacher gives out fill-in-the-blank sheet on countries that asks about names of capitals, important rivers and cities, and weather.</p> <p>Teacher says, "Find the information asked for on the sheet by using the resources on the table in the front. When you are finished, please make sure that your name is on the paper and pass it in to me."</p>	<p>Teacher places a different country flag on each table. Students sit in assigned seats. A folder with directions is handed out, which includes specific websites, as well as other resources to use.</p> <p>The task is to create a five-minute presentation on their country's geography, climate, culture, and food. Each student researches one of the topics and then together, they present their research to the rest of the class.</p>	<p>Students see different country flags on desks and choose their own seats. Directions are written on an easel in the front of the classroom: "Prepare a five-minute persuasive presentation on your country to convince another table of students to become exchange students in your country!"</p> <p>"What information would they need to know? What resources would you use to find this information? Remember your audience!"</p>	<p>Teacher says, "Imagine that your table is a family with four children. No parents are seated at your table, only your siblings. Your family has an opportunity to become an exchange family for a year in any country in the world, but you all must agree on the same country to visit. Now, the only problem is convincing your parents that the country that the four of you want to visit is the right match for your family. What information do you need? What sources will you use today to find this information?"</p> <p>"After you choose a country and complete your research, get ready to convince your classmates, who will act as your parents, of your country's educational and important characteristics."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Student responsibility and independence</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>
	SAMPLE EVIDENCE			
	<p>Teacher shares a live webcam on the hatching of eaglets.</p> <p>Teacher then passes out a short encyclopedia article on how eagles lay their eggs, and how the eggs hatch.</p> <p>The teacher reads the article aloud and narrates how the article is identical to the webcam.</p>	<p>Teacher shares a live webcam on the hatching of eaglets.</p> <p>Teacher says, "What are some questions that you have about what you just saw?"</p> <p>Students respond.</p> <p>Teacher says, "Let's find out more about eagles. I have some books in the media center about them. Will someone find out the call number for eagles and share it with the class? Would someone else find the encyclopedia volume that would have information on eagles?"</p>	<p>Teacher says, "The live webcam on the eaglets hatching was really exciting to see together yesterday. Today, I would like you to choose a baby animal from a list that I will give you. Since I know how much you enjoyed the webcam, the list of animals also includes links to live webcams of the baby animals. You will then make a one-minute iMovie on the iPad, explaining what you learned from the new webcam about the birth of your animal, or the way that the animal is growing. You can add the link in your movie, or show a little of the webcam in your movie, if you wish. I can help you with this."</p>	<p>After seeing the live webcam on the eaglets hatching, student 1 says, "Wow, that was amazing. I had no idea that the mother and father eagle would be so involved in the eggs and the nest. They're a lot like my parents! Is this the way all parents of predators act around the nest and the eggs?"</p> <p>Teacher says, "Good question. Anybody have an idea?"</p> <p>Student 2 says, "Let's look up hawks and...what are some other predators to look up? I can't even remember any others."</p> <p>Student 3 says, "Let's find some resources on animal predators and then we can figure out which ones we want to find out more information about. It would be cool, if we could put our findings together as a short iMovie that we could share with other classes."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "I want you to write about a flower and use some pictures from the Internet so that your paper looks interesting. I have books on flowers, and you can use encyclopedias too. I'll hang your work up for Open House, so make your paper look really good!"	Teacher shows the rubric and directions sheets on the SMART Board. Teacher reads all the information to the class and then says, "Now that you know what to do, let's get started."	Teacher shows on the SMART Board two samples of student work from past years. Teacher says, "Let's look carefully at the two Word documents in front of you. Third-graders created these, using the same rubric and direction sheet that you have in front of you. Let's go point by point on the directions to see if the students included everything. Then, we will look at the rubric to figure out how successful the two students were."	Teacher shows two samples of student work from past years on the SMART Board. Teacher says, "I want you to enjoy this assignment and really get involved in creating it. From looking at these two pieces of work, what do you think my directions were to the students?" Student 1 says, "One thing that you definitely wanted is a picture that shows the main idea." Teacher says, "What would a rubric look like for this picture?" Student 1 says, "I think if I wanted to make a really good paper, I would want to be evaluated on my own artwork, instead of finding a picture from the Internet. It would make the paper more interesting for everyone, including me!" Student 2 says, "Yes, that's a good idea and is much more creative than just copying and pasting a picture from the Internet." Student 1 says, "I think that the rubric should be for all types of illustrations of the main idea. Some students don't like to draw, so it's not fair to say that they have to create a picture."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
				Student 3 says, "Let's make a rubric that shows lots of choices for students. The writing could be in verse instead of paragraphs, too, for example!"
	Teacher says, "I will need all papers by the end of class so that I will have enough time to hang them up, before your parents come tonight and visit your classroom. Make sure your name is on your work."	Teacher says, "Now that you have finished your writing, let's look back at the rubric and directions on the SMART Board. Did you follow all the steps? Did you include all the parts of the paper? I'll give you five minutes to make any changes, before I collect the papers."	Teacher says, "Now that you have finished your first draft of your Word document, let's work at your tables and read each other's drafts. I will show the rubric and the direction sheet up on the SMART Board so that you can look at it, while you read your peers' papers. Then on the sticky notes given you, please write one compliment and one recommendation to your peer. "Once everyone has read everyone's draft at your table, please pick up your own paper and read all the sticky notes, before you begin draft 2. We will continue peer editing this way tomorrow, and then I will conference with each of you, before you hand in your final paper."	After the students create a rubric for their writing project, they complete a rough draft. Student 1 says, "Since we decided to be creative in this assignment, I want to make sure that my drawing really shows what I described in my writing. I want to add details in both my writing and my drawing." Student 2 says, "I wrote poetry, and I need to figure out if there are some better words to use. I tried to make everything rhyme, but I know I don't have to, so I think I want to try to write without rhyming, so that I can be more specific in my explanation."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher passes out a handout on grouping objects that are fictional and those that are factual.</p> <p>Teacher waits behind the circulation desk, while the students work on their papers.</p> <p>Teacher says, "You have five more minutes. Please make sure your name is on the paper and bring them up to me when you are done."</p>	<p>Teacher writes on the easel the definition of what a fiction book is and what a nonfiction book is.</p> <p>Teacher says, "So now do you understand what a fact is? Do you now know what fiction is? Raise your hand if you don't know."</p> <p>No one raises a hand.</p>	<p>Teacher checks in with each table to monitor all students' understanding of fact and fiction. Teacher asks for additional examples from each student, and then asks clarifying questions to evaluate the students' understanding.</p>	<p>Student 1 says to his peers at his table, "So do you think that Big Foot is fact or fiction? The books on him are in the library in the nonfiction area, not the fiction area."</p> <p>Student 2 says, "You're right. So are ghosts and vampires."</p> <p>Student 3 says, "I think that the way books are grouped have to do with something more than fact or fiction. Mythology is also in the nonfiction area, but Zeus isn't considered the king of the gods anymore."</p> <p>Student 3 says, "I think we need to figure out what makes something a fact and something else fiction. What do you think is a definite, absolutely important difference?"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher says, "If you wrote four lines and tried to have them rhyme, then you're done with your writing. Bring them up to me."</p> <p>Students don't add any words to their riddles. They bring their work up to the teacher.</p>	<p>Teacher says, "Your rough drafts of the I Spy riddles are good, but some of you didn't rhyme all four lines. Check to make sure that you did. Make sure that all your objects will make other students want to find them on the mural and solve your riddle."</p> <p>Student says to his table partners, "My lines rhyme, I think, but I don't know how to figure out if students will want to look for my objects. How would I know?"</p>	<p>Teacher says, "Your rough drafts of the I Spy riddles all have four rhyming lines, but you will have a more creative riddle if you add detail in your four lines. Remember your audience and your goal: you want other students to solve your riddle by becoming interested in your creative writing. If you add colors and numbers in describing your objects, you are providing texture to your writing. Students will find your riddle more appealing and will look specifically for your detailed objects in the pictures that you select for our mural."</p> <p>Student says, "I added the words, 'three' and 'red and black,' in front of 'birds,' and now I can find a picture of a red and black bird and print it out three times. It'll be a lot better than just finding a picture of any old bird."</p>	<p>Teacher says, "Now that you have completed a rough draft of your I Spy riddle, turn to your writing partner and take turns reading aloud (quiet inside talking voices) your riddles. Partners should be listening for rhyming and for creative wording. Remember our discussion on what builds texture in your writing. Are there details that make the riddle appealing? Are there interesting descriptors, such as numbers, colors, and size?"</p> <p>Student 1 says, "I like your rhymes. Toad and explode are great endings to the first two lines. How about adding what the toad looks like? Is he spotted, or ugly, or maybe handsome?"</p> <p>Student 2 says, "Yeah, I see what you mean. I think I'll make him disgusting and wrinkled."</p> <p>Student 3 says, "That'll be great for students to look for! You better find a good picture of the disgusting and wrinkled toad!"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Students are not writing their four-line rhyming poems. Teacher says, "Let's get going and finish this up. Just make the words rhyme, like sit and bit, OK?" You've got 15 more minutes before you leave for recess."	Students begin to write their rhyming four-line poems. Teacher asks, "How many of you have not completed all four lines?" Sixteen out of 20 hands go up. "OK, it looks like we need to go over the directions again. Take out your direction sheets."	Students begin to write their rhyming four-line poems. Teacher overhears one student saying that he can't find any good words that rhyme. Teacher then notices that many students are stuck on the ending words in their poems. Teacher says, "Finding rhyming words can be tricky, but there are ways to make them easier to find. I have three rhyming dictionaries in the media center. Let's take a break from your writing, and I'll show you how to use the books. Then, we can share them at the tables and see if we can help each other come up with the appropriate rhyming words for your poem."	Students self-assess and share their assessments with their teacher. Teacher then incorporates student feedback in future lessons. Students finish their four-line poems and take turns in reading them aloud to their table partners. Students give feedback to each other using the criteria of an interesting and memorable poem that the class crafted earlier. Each student then decides whether their poem was a memorable and interesting poem, based on their peers' feedback. Some students did not think that they succeeded; they shared their reasons with their teacher, who in turn, decided that the criteria was too rigid for the grade level and would change the assignment in the future.