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

Evidence Guide
Illustrative Examples of ELA 6-8

Sample evidence of teacher practice developed by Connecticut educators

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education
Phone: 860-713-6868 | E-mail: sde.seed@ct.gov

Connecticut Evidence Guides

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

Contents

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

Observation of educator performance and practice plays a critical role in

---

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

Who can use the CT Evidence Guides?
- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?
- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

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

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

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

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

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

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of "look fors."

- **DO NOT** serve as a rubric for evaluation.

- **ARE NOT** an exhaustive list of teacher practices.

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

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

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

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

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Student one says, "This work is bogus. Some people are good writers and others are not." Student two responds, "Yeah, and you are not." Another student responds, "Who are you calling dumb?" Student two, "Not dumb, just not smart enough to do this work." Teacher stands next to group and does not respond.	Student one says, "The characters in your story are very interesting; mine are kind of boring. Can you help me improve my character to make him more interesting?" Student two responds, "Of course, I will help you." Another student adds, "Just do it yourself." Teacher says to students, "Keep working so we will get this finished."	Student says, "The characters in your story are very interesting; mine seem kind of boring. What can I do to make the characters more interesting?" Student responds, "I would be glad to help you. I think about a number of things when I create characters." Teacher says, "Great job helping each other. We can all become better writers with the help of our peers."	Student one says, "The characters in your story are very interesting; mine seem kind of boring. What can I do to make my characters more interesting?" Student two responds, "I would be glad to help you. I think about a number of things when I create characters." Another student answers, "He is really good; he helped me. He uses his favorite movies as a guide." First student, "I think that's a great idea. I could also watch a movie and think about character development."
	Teacher stands at the front of the room as students work in pairs. When a student says, "I am stuck on character analysis," the teacher looks at her watch and shakes her head. She crosses her arms in front of her body and begins to tap her foot.	The teacher circulates as the students work in pairs. Four groups raise their hands. The teacher smiles and walks to one of the four groups. She kneels and asks, "How can I help you?" Teacher says to the other groups, "This group needs a lot of help, so I won't be able to get to the rest of you today."	The teacher circulates as the students work in pairs. When one student raises his hand, the teacher smiles and walks over. Teacher kneels and asks the student, "How can I help you, John?" Student says, "I'm stuck on how to do this character analysis." Teacher asks, "May I use your pencil? Let me show you a graphic organizer that might help you."	The teacher circulates as the students work in pairs. When one student raises his hand, his partner says, "Don't forget the 'Ask three before me' rule. Maybe I can help you." Student smiles and responds, "Thanks. Let me show you where I am stuck."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	After teacher asks the class, "How do you think the main character's parents have influenced the choices he makes?" the teacher continues, "I only want to hear from Sarah and Max; they always have the right answer."	Teacher asks the class, "How do you think the main character's parents have influenced the choices he makes? Remember, I want to hear from all of you." Student one responds, "I don't think his parents had anything to do with his choices." Teacher responds, "Thanks for sharing, but let's hear from someone else." Student two answers, "It was all his parents' fault. There's not even a debate." Teacher says, "You are right."	Teacher asks the class, "How do you think the main character's parents have influenced the choices he makes? Remember, I want to hear from all of you. If you don't feel comfortable sharing with the whole class, you might have your partner share with us." During the discussion, each student's position is heard either through self- or partner-reporting.	Student says, "I really want to share Matt's ideas with you. He found some evidence that I didn't even consider."
	When students enter the class, the teacher is sitting at her desk working on her computer and does not acknowledge or welcome students.	When students enter the class, teacher greets some students, but not all. Teacher asks, "Billy, how was your game last night?" The teacher does not engage in a conversation with any other students.	When students enter the class, teacher greets each student individually and by name. Teacher says to Grant and Billy, "How was the game last night? Did we win?" Teacher then turns to Lizzy and asks, "How are you feeling? You didn't sound too good yesterday."	Students enter the class. One student turns to Lizzy and says, "Hi, Lizzy. Glad you're back. Are you feeling any better?"

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient***, including one or more of the following:*
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	In a unit on the Holocaust, the teacher uses a single source.	Resources for a unit on the Holocaust include grade-level nonfiction articles.	Resources for a unit on the Holocaust include photos, movies, books of various genres and levels (i.e., *Maus* by Art Spiegelman, a graphic novel; *Night* by Elie Wiesel, an autobiography; *The Diary of Anne Frank*), and interviews with survivors. Adaptive technology is available to students.	In a unit on the Holocaust, the teacher integrates additional examples of genocide that have affected diverse groups of people, including Rwanda, Cambodia, Bosnia and Darfur.
	While reading *Seedfolks* by Paul Fleischman, the teacher asks, "Why is Ana suspicious of Kim when she sees her in the garden?" When three students respond that older people do not trust younger people, the teacher responds, "How would you know? You are always thinking of yourselves."	While reading *Seedfolks* by Paul Fleischman, the teacher asks, "Why is Ana suspicious of Kim when she sees her in the garden?" When a student responds that older people do not trust younger people, the teacher says, "You are brilliant," and asks for other ideas. Another student says, "Maybe Ana is shy." Teacher responds, "I don't think so. Read a little more carefully."	While reading *Seedfolks* by Paul Fleischman, the teacher asks, "Why is Ana suspicious of Kim when she sees her in the garden?" Three students respond that older people do not trust younger people. Teacher asks, "Based on what you're saying, have any of you felt judged by someone you didn't know? How did that make you feel? Let's hear some of your experiences and see how that relates to Ana's emotions."	While reading *Seedfolks* by Paul Fleischman, the teacher asks, "Why is Ana suspicious of Kim when she sees her in the garden?" Three students respond that older people do not trust younger people. Teacher asks, "Based on what you're saying, have any of you felt judged by someone you didn't know? How did that make you feel? Take two minutes to write your responses. Then turn and share with a partner before we come back as a group share out."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Teacher says, "For Silent Sustained Reading you will all read *The Giver.*"	Teacher says, "As we start Silent Sustained Reading, you will need to read one of the three books I have provided."	Teacher says, "I want to remind you that for Silent Sustained Reading, you can read a book of your choice. I want to give a book talk on three new titles that you might be interested in reading."	Before students select their books for Silent Sustained Reading, teacher says, "I have set aside a class period for you to provide book talks on books you would recommend to your classmates. These could be from the library, from home, or from the class library."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.				

SAMPLE EVIDENCE

BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Teacher says, "This is too hard for all of you, so I am going to give you the reasons that Langston Hughes uses similes throughout 'A Dream Deferred.'"	Teacher asks, "What are some reasons that Langston Hughes uses similes throughout 'A Dream Deferred'?" Student one says, "To compare a dream to bad things." Teacher says, "That's not it." Student two responds, "He's trying to show us how hard it is to reach our dreams." Teacher responds, "That's exactly right. Nice job."	Teacher asks, "What are some reasons that Langston Hughes uses similes throughout 'A Dream Deferred'?" Student says, "To compare a dream deferred to different things, good and bad, mostly bad." Teacher says, "Well, let us think about that for a minute. What specifically are some of the 'good' and 'bad' things, and why do you think they are mostly bad?" Student responds, "I really want to think about this. Can you come back in a minute?"	A student turns to another and says, "I don't think this is really about simile; I thought we were talking about metaphors, which are similar." Another student answers, "Let's figure out the difference between metaphor and simile. Maybe they're both in the poem."
The teacher asks, "How is the Nike commercial that uses 'A Dream Deferred' a contradiction to what is presented in the poem?" When no student volunteers to answer, teacher says, "Don't you know anything?"	The teacher asks, "How is the Nike commercial that uses 'A Dream Deferred' a contradiction to what is presented in the poem? I want to hear from at least three volunteers."	The teacher asks, "How is the Nike commercial that uses 'A Dream Deferred' a contradiction to what is presented in the poem? Take two minutes to record your thinking in your journal before you turn and talk with a partner." After students have completed four minutes of writing and sharing, teacher asks, "How many of you have had a chance to share your ideas?" All students raise hands.	After students have completed four minutes of writing and sharing, teacher asks, "How many of you have had a chance to share your ideas?" All students raise hands. Teacher says, "Let's hear some of your ideas." Student volunteers, "We thought the dream in the commercial was the opposite of the poem because it says everyone can be a winner." Another student says, "I thought that the dreams were more alike than different." Teacher says, "It sounds like we have opposing viewpoints. Let's take a few minutes to think this through."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			
	The teacher says, "Our pacing guide indicates we need to be finished with this essay today. For those of you who haven't finished, you can just turn in an outline."	Teacher says, "I've decided that this isn't an easy concept for most of you, so we are going to take our time with it. However, if you are one of the four names listed on the board, I think you can handle more; you are going to add an extra paragraph to your essay."	Teacher circulates and sits next to a student and says, "How are your two body paragraphs coming along?" Student says, "I added details to my body paragraphs, but I don't know if they are good details." Teacher responds, "Let's look at what you have and work from there." After reading the paragraphs, teacher says, "What two details in each paragraph support your main ideas?"	Teacher says, "I want you to think back to the work you've done over the past three days on your draft. What parts were most difficult? Discuss these difficulties with your writing partner and create an action plan for working on two of these areas as part of your final draft."
	Teacher says, "I am handing out your new essay assignment. Your essay is due next Tuesday so make sure you get it done."	Teacher says, "Those of you who enjoy reading and writing should practice every night so you will become better readers and writers. This essay will help you practice your ability to revise your writing."	Teacher says, "In order for writers to become better writers, they constantly go through the editing process. Writers revise in order to better articulate their points. We need to remember that anything worth doing takes practice. Just like we go to the gym to build muscles, we must revise in order to make our writing stronger."	A student says, "If I add more detail to this paragraph, it will be more convincing to the reader. I'm glad I revisited my organizer to see that some of my ideas aren't consistent with the thesis statement."
	Teacher says, "Be sure to read at least 20 pages a night. You will be a better student for doing this."	Student makes an individual reading goal of reading 20 pages per night. The teacher instructs students to log their data three out of five days. After a while, the students are logging their progress less than once a week, until the log is no longer used.	Students are encouraged to create individual reading goals. Student makes an individual reading goal to read 20 pages per night. Students are directed to record/track their goal on a reading log. Data wall in the classroom shows progress toward reading goals.	Upon entering the classroom, the first activity is to record reading progress on a matrix. Students are asked to identify challenging words or concepts. Time is put aside weekly for students to review what they have written and debrief their progress.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	A group of five students are laughing and walking back to the classroom from lunch. They stop outside door and do not enter until 10 seconds after the bell has rung. The teacher waits for all students to sit before saying, "Okay, okay; let's settle down."	A group of five students are laughing and walking back to the classroom from lunch. When they stop outside the door, the teacher prompts the students to sit down and take out their homework as the bell rings. Three of the five students enter immediately. The other two stand outside the door for another 10 seconds.	A group of five students are laughing and walking back to the classroom from lunch. The teacher greets all students at the door and says, "Let's remember to transition back into classroom mode." The students respond by sitting down and taking out their homework.	Students return from lunch, talking quietly in pairs in the hallway. Students enter the classroom, put away their books, take out their journals and begin working on the Do Now as the bell rings.
	Students are eager to answer the teacher's question. One students yells out, "I know, I know" while waving hand in the air. The teacher allows the student to answer three out of four questions.	Students are eager to answer the teacher's question. One students yells out, "I know, I know" while waving hand in the air. The teacher stops the lesson and reminds the students to raise their hands quietly.	Students are eager to answer the teacher's question. One student yells out, "I know, I know" while waving hand in the air. Teacher directs her attention and body language toward a student who is patiently raising her hand. Teacher responds, "Thank you for raising your hand and waiting patiently. What do you think?" The student who was yelling out responds by calmly raising her hand quietly.	As part of the class discussion, a student interrupts another. Immediately, the student says, "I am sorry. I forgot to wait."

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.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	Teacher overhears a student jokingly say to another student, "You are so stupid." Teacher does not respond.	Teacher overhears a student jokingly say to another student, "You are so stupid." Teacher responds by saying, "I do not like what I am hearing." Later another student shoves a peer and the teacher looks away without comment about the behavior.	Teacher overhears a student jokingly say to another student, "You are so stupid." Teacher says, "I do not like what I am hearing. Can you remind us why we need to be mindful of what we say to each other, even when joking?" Students briefly discuss appropriate ways to express their frustrations without being mean and/or inappropriate.	One student says to another, "I know you're just kidding around, but it's inappropriate. We have to get this work done before the end of class so it's time to refocus."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
	SAMPLE EVIDENCE			
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.	Teacher says to students, "You are in eighth grade now and you know how this works." Teacher takes points off when group members do not demonstrate responsibility.	Teacher introduces group roles and expectations to one group who are ready to begin task. Students begin group work. When a second group is ready to begin, the teacher does not explain the roles or expectations. Students say, "So what are we supposed to do?"	Teacher introduces group roles and expectations. Teacher allows students to practice their roles and allows times for clarifying questions. Later, when students are working in groups, the teacher reminds one group to be sure that all the members are being true to their roles.	Students agree to monitor each other's roles and expectations. They develop some signal for, "How much time is left" and "We have to get back on task."
	Students begin their debate. Students begin to cheer each person that speaks and "boo" when the opposing side presents. The teacher shuts the classroom door.	Teacher reviews a protocol for a debate. Students begin to debate without adhering to all of the debate rules. Teacher speaks over students, "Remember the protocol. Remember the protocol!" Students do not change behavior. Teacher approaches a student and says, "I am not warning you again."	Teacher reviews a protocol for a debate. Students list do's and don'ts that would make a debate successful. Once students begin to debate, teacher takes a deliberate break during the activity to review the behaviors needed for a successful debate.	As students begin their debates, one student turns to another and begins a side conversation. An adjacent peer leans over and says, "Shh, you're going to distract the panel."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to needs of students *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
	SAMPLE EVIDENCE			
	Teacher does not have the daily agenda written on the board. Teacher signals to students that it is time to transition to the next activity, but students are confused. Teacher does not have materials readily available and is searching for sticky notes, highlighters and lined paper so students can complete the activity.	Teacher has a daily agenda written on the board so students are aware of what activities will happen in which order. Teacher signals that it is time to transition to the next activity but does not have all materials readily available. This increases transitional time and decreases instructional time.	Teacher has a daily agenda written on the board so students are aware of what activities will happen in which order. Teacher signals that it is time to transition to the next activity and within one minute, students have new materials ready and are prepared for the next task.	When it is time to move from small groups to large group at 10:55, students clean their tables and move to their desks once the table leader gives the signal to transition.
	Students enter the classroom and convene as small groups in the rear, holding conversations about the previous evening's activities. Teacher says, "I will give you a few minutes to finish your conversation and then we will get started." A few minutes later, the teacher asks, "Are you ready to go yet?" Four students go to their chairs.	During independent work time, 17 out of 20 students are reading and responding as instructed. The other three students are talking and unprepared for class. When the teacher approaches them, a student says, "I don't know what I am supposed to be doing."	Students enter the room quietly, take their seats and begin daily warm up with one or fewer prompts from the teacher.	Students enter the classroom quietly, take their seats, and begin daily warm up. They move from each activity to the next at the time that is posted on the agenda while the teacher is conferencing with small groups.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to needs of students	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.
	Following an unplanned fire drill, students return to the class. One student cannot find her purse; another student says that they don't have time to finish and should delay the assessment scheduled for Friday. The intercom indicates that the fire drill check sheets need to be turned in immediately. The teacher cannot remember which student had the sheets and asks, "Fred, did I give the sheet to you? Sue? MaryAnne? Who has the sheets?"	Following an unplanned fire drill, the teacher settles the class and announces adjustments to the shortened class period. The teacher does not answer student questions or concerns regarding Friday's scheduled assessment.	Following an unplanned fire drill, the teacher settles the class and announces adjustments to the shortened class period. The teacher answers any questions that the students have about the new timeline of the class and the impact on Friday's scheduled assessment.	As students return from the fire drill, they comment that it will be a challenge to be ready for the assessment scheduled at the end of the week. They examine the schedule and recommend changes to the teacher that would enable plans to stay on track.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	No Connecticut Core Standards (CCS) or other content standards are listed in the provided lesson plan.	A Connecticut Core Standard (CCS) with more than one component is listed in the lesson plan. Only one component is addressed in the content of the lesson.	Connecticut Core Standards and/or content standards are listed in the lesson plan and directly align with the content of the lesson.	Connecticut Core Standards and/or content standards are listed in the lesson plan and directly align with the content of the lesson. Plan provides multiple ways to advance student learning related to the standard.
	Lesson objective is for students to cite evidence to support analysis of Robert Frost's "The Road Not Taken" says explicitly. The teacher plans for students to read Robert Frost's "The Road Not Taken." Students will then share a story about a trip they have taken.	Lesson objective is for students to cite evidence to support analysis of what Robert Frost's "The Road Not Taken" says explicitly as well as inferences made from the text (CCS.ELA.-Literacy.RL7.1). Teacher plans for students to read the poem and respond to guiding questions about the poem.	Lesson objective is for students to cite several key pieces of textual evidence to support analysis of what Robert Frost's "The Road Not Taken" says explicitly as well as inferences made from the text (CCS.ELA.-Literacy.RL7.1). Independently, students will read and annotate the poem. In small groups, students will reread the poem and respond to text-dependent questions that require students to expand their thinking beyond the literal text. Students will discuss their responses to the questions and support their thinking with textual evidence.	Before reading the poem, teacher plans to ask students what strategies they use when they are confused or stuck during reading. Teacher plans to provide students a graphic organizer to track notes and questions during reading.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Content of lesson appropriate to sequence of lessons and appropriate level of challenge *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	SAMPLE EVIDENCE			
	Teacher plans for students to begin the lesson by writing a haiku. Next, students will read the Robert Frost poem, "The Road not Taken." As a closing activity, students will look for and define difficult vocabulary words.	Teacher plans for students to read Robert Frost's "The Road Not Taken." Students will work with a partner to answer guided questions and identify the theme (CCS.ELA.-Literacy.RL7.2).	Teacher plans to discuss the difference between theme and topic and ask students to list examples from previous texts studied. Students will reread Robert Frost's "The Road Not Taken" and discuss the poem's theme in small groups. Students will use a graphic organizer to track their thinking about theme and textual evidence for support. Student groups will share their thinking with the class (CCS.ELA.-Literacy.RL7.2).	Teacher plans for students to read an excerpt from Patrick Henry's speech, "Give me liberty or give me death." Students will complete a comparison matrix on both texts and use textual evidence to support their thinking.
	On day three of the five-day mini-unit about finding the central idea of a text, the teacher plans to ask students to identify figurative language in "The Road Not Taken."	On day three of the five-day mini-unit about finding the central idea of a text, the teacher plans for students to complete a character chart and identify the central idea in "The Road Not Taken."	On day three of a five-day mini-unit on finding the central idea, teacher plans for students to work in small groups to identify the central idea of "The Road Not Taken" and provide textual evidence to support their findings.	Students will identify and research a current event with similarities to the central idea identified and analyzed in "The Road Not Taken." Students will provide textual evidence to support their findings.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Use of data to determine students' prior knowledge and differentiation based on students' learning needs *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
	SAMPLE EVIDENCE			
	Lesson follows pacing guide aligned to seventh-grade Literature Anthology.	Lesson is planned based on reading assessment data from the previous school year. Teacher plans for all students to read *The Outsiders* using a graphic organizer.	Lesson is planned based on reading assessment data, exit slips from the previous day's lesson, student quick writes, and accommodations required for three students with an IEP/504. Based on this information, teacher plans to support student reading of *The Outsiders* by providing all students with a choice of two graphic organizers, some students with an audio version of the text, and select individuals with annotated versions of the text.	Teacher plans to ask students to self-assess their progress and determine next steps in order to achieve the learning target. Teacher plans for students to identify at least two strategies that will provide support for the next day's learning.
	Teacher plans to read and discuss chapter 2 of *The Outsiders*. The teacher has prepared five questions about the plot that she will ask orally as they read.	Teacher plans to have students read chapter 2 of *The Outsiders*. Students will work in pairs to answer questions about the plot.	Teacher plans to provide one group of students with key plot questions from chunked portions of chapter 2 of *The Outsiders*. Teacher plans to ask the second group to identify the essential elements of the plot in chronological order using a graphic organizer.	As a follow-up to reading chapter 2 of *The Outsiders*, teacher plans to provide students with a choice of three activities to demonstrate their understanding: read a current event article about juveniles and connect to *The Outsiders*; write a letter to one of the main characters referring to text and giving advice; create a story board that highlights the choices one of the main characters has to make.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher plans for students to read a text about the Holocaust. Teacher plans to fill out a graphic organizer on the board and have students record the information on their own copy of the organizer.	Teacher plans for students to read a text and watch a video about the Holocaust. Teacher plans to provide a graphic organizer for students to use with each resource. Teacher plans to ask a few follow-up questions for students to answer orally.	Teacher plans for students to read a text and watch a video about the Holocaust. Students will use a graphic organizer to identify the central ideas of each resource. Teacher plans to stop three times to ask questions that allow for students to think-pair and share. Questions include: Both sources use the word "diverged." What does this mean and what context clues can you pull from the texts to support your assertion?	Teacher plans for students to choose an organizer to support consumption of Holocaust resources. Teacher will provide a variety of organizers, such as a T-chart, Venn diagram, overlapping concepts chart, or idea web. Students will work in small groups to discuss the sources and record questions they have about the sources.
	Teacher plans to have students find a list of vocabulary words on the Holocaust in a word search and then look the words up in a dictionary.	Teacher plans to provide definitions of Holocaust vocabulary words and have students write sentences based on these definitions.	Teacher plans for students to use context clues to define new or unknown words in the informational text on the Holocaust. Students will provide specific textual evidence to explain how they were able to determine the meaning of the words. In groups of three or four, students will share two of their newly acquired vocabulary words. Others in the group will add words to their vocabulary notebooks.	Teacher plans for students to choose a graphic organizers (e.g., Frayer model, vocabulary squares, foldables, etc.) to show their understanding of Holocaust vocabulary words. Teacher plans for students to use their new words correctly in both writing and discourse throughout the unit on the Holocaust.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
	Teacher plans to have the whole class finish reading *The Outsiders*. Students will independently answer questions about what happened in the last chapter.	Teacher plans to have students develop a claim about a character from *The Outsiders* and find textual evidence to support their claim. Students will share their claims with the class.	Teacher plans to have students develop a claim about a character from *The Outsiders* and find textual evidence to support their claim. Students will brainstorm independently using a graphic organizer, share ideas with their reading group, and report their thinking during a whole-class discussion before writing their claim and supporting textual evidence.	Teacher plans to have students develop a claim related to the ways their character exemplifies the qualities of the universal human experience. Students will then select a format to communicate their claim of the character, including write an introductory paragraph; write a letter to the author, S.E. Hinton; place the character in another setting; or another format of the students choosing.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher plans to provide students with John Adams's "Letter on Thomas Jefferson" and will ask students to answer questions. Six of the 10 questions require yes or no answers. Three of the 10 questions can be answered without reading the text.	Teacher plans to provide students with John Adams's "Letter on Thomas Jefferson" and will ask students to answer questions. Answers to eight of the 10 questions are explicitly stated in the text.	Teacher plans to provide students with John Adams's "Letter on Thomas Jefferson." After reviewing challenging vocabulary, students will read in groups of four and respond to critical thinking questions by highlighting support from text. Questions include: what insights does this letter provide about the drafting of the Declaration of Independence?	Teacher plans to provide students with John Adams's "Letter on Thomas Jefferson." After reviewing challenging vocabulary, students will read in groups of four and respond to critical thinking questions by highlighting support from text. Teacher plans to model developing a critical thinking question, and then students will generate two critical thinking questions that they then exchange with another group for discussion.
	After reading Frost's "The Road Not Taken," teacher plans to have students write about a time they had to make a hard decision.	After reading Frost's "The Road Not Taken," teacher plans for students to answer a question that asks why the speaker of the poem made the choice of the road "less traveled."	After reading Frost's "The Road Not Taken," teacher plans for students to answer a question that asks whether the speaker of the poem made a wise choice taking the road "less traveled." Students will use textual evidence to support their argument.	Teacher plans for students to answer a question that asks whether the speaker of the poem made a wise choice taking the road "less traveled." Students will use textual evidence to support their argument and respond through their choice of a photomontage, a collage, a written response from the speaker or a soliloquy of the speaker.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Instructional resources and flexible groupings support cognitive engagement and new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher plans whole-class instruction.	Teacher plans for students to select their own groups based on interest to complete the task.	Teacher plans tasks for three different groups. "A" groups will identify examples of how the author develops the narrator's point of view in *The Outsiders*. "B" groups will identify how characters change throughout the novel. "C" groups will identify the developing conflicts and the impetus for them. All students will use textual support and will jigsaw to share findings.	To extend learning, teacher plans for jigsaw groups to share findings on point of view, characters, and conflict in *The Outsiders*. As a result of the information shared, student groups will generate related questions to guide research on gangs, socioeconomic status in the United States and 1960s culture.
	To introduce Robert Frost's poem, "The Road Not Taken," teacher plans to read aloud a three-page excerpt from a college dissertation.	To introduce Robert Frost's poem, "The Road Not Taken," teacher plans to show a 10-minute video clip of Robert Frost's home in Vermont.	Teacher selects three resources to introduce Robert Frost's poem, "The Road Not Taken." Resources include a one-page, grade-level biography of Frost, a 10-minute video clip of his home in Vermont, and the "Road at Chantilly" painting by Paul Cezanne.	Teacher plans for students to identify current events that relate to the poem's theme by conducting online research and sharing resources on a class webpage. Students will provide a brief summary of what the resource is and how it relates to "The Road Not Taken."

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Criteria for student success *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not 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.
	SAMPLE EVIDENCE			
	Teacher plans to have students read chapter 2 of *The Outsiders*. Teacher plans to check off work upon completion with a check, check minus or zero.	Teacher plans to have students read chapter 2 of *The Outsiders* and answer questions. Teacher will post that answers should be complete thoughts and finished by the end of the period.	Teacher plans for students to read chapter 2 of *The Outsiders* and to annotate text with a focus on the protagonist's decision-making process. Students will use the annotation to respond to questions. Teacher will post that answers should include specific inferences that make clear reference to the text and be fully supported with relevant examples from the text.	Teacher plans for students to read chapter 2 of *The Outsiders* and to annotate text with a focus on the protagonist's decision-making process. From the annotation, teacher plans to ask students to decide what criteria should be used to demonstrate their understanding of the protagonist's decision-making process.
	Teacher plans for students to develop a claim about Ponyboy's decisions in *The Outsiders*.	Teacher plans for students to develop a claim about Ponyboy's decisions in *The Outsiders.* Teacher plans to remind students to use textual evidence for support.	Teacher plans to review directions and an accompanying rubric before students develop a claim about Ponyboy's decisions in *The Outsiders*. Teacher plans to have a conference area set up for student check-ins on progress.	Teacher plans to review directions and the class-generated writing rubric before students develop a claim about Ponyboy's decisions in *The Outsiders*. Teacher plans to have a conference area set up for teacher-student conferences and peer conferences. At the end of class, teacher plans for students to return to the writing rubric to self-assess their progress and record next steps and supports needed on an exit slip.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Ongoing assessment of student learning	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.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher plans to administer an end of unit test based on content of *The Outsiders*.	Teacher plans to give an exit slip at the end of class. Students will list examples of how Ponyboy changes in chapter 2.	Teacher plans to use think-pair-share strategy three times during reading of *The Outsiders*. At the end of the lesson, each student will respond to two questions, including: How would you summarize the way Ponyboy's character changes in chapter 2? Use evidence to support your thinking.	The teacher plans to have students complete an anticipation guide at the beginning of class and at the end of class. Students will reflect upon changes in their understanding and record next steps and questions in their learning logs.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Instructional purpose *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not 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.
	SAMPLE EVIDENCE			
	Teacher says, "Take your seats, pull out *The Outsiders* and start reading."	Teacher says, "Today we are going to read chapter 5 of *The Outsiders*. I want you to start to think about the theme of the story."	Teacher says, "Yesterday we reviewed how to determine theme and central idea. Today we are going to use that information to determine how this text uses particular details to develop and convey key ideas."	Teacher says, "In your small learning groups, discuss the question: How does S.E. Hinton develop and convey themes and central ideas in this book? How is this similar or different to other author's you've read?"

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher says, "Rhymes are when words are said more than once."	Teacher says, "Rhymes are words that sound the same and have the same number of syllables."	Teacher says, "You already know that authors use rhyme and repetition to make writing more interesting. Now we are going to analyze the rhyme and repetition of sounds in 'Paul Revere's Ride' by Longfellow. Remember, a rhyme is a repetition of similar sounding words occurring at the end of lines in poems or songs."	Teacher says, "Turn to your elbow partner and discuss what elements of poetry are used in the first two stanzas of 'Paul Revere's Ride.' Don't forget to label the element used in the poem."

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient***, including one or more of the following:*
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical profession and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher says, "Yesterday we studied poetry. Today you are going to determine the central ideas in a text. I have provided a text, and I want you to find the main idea and three facts."	Teacher says, "Today we are going to analyze the central ideas in a text. You already know what the main idea is and how to find it. Now we are going to analyze those ideas and how they develop over time in the text. After you have practiced, I want you to go on line to take an assessment."	Teacher says, "Today we are going to analyze the central ideas in a text. Yesterday you all demonstrated your understanding of summarizing by identifying the important ideas in a text. Now, we are going to analyze those important ideas and how they develop over time in the text. To warm up, work with your partner to write a two-sentence summary of the text. Then, share your ideas with your partner and come to consensus about the text's two central ideas."	The teacher allows students to select one of three articles on a current issue. Article topics include recycling, global warming and endangered species. Students are asked to analyze the development of the central ideas in the text and write an objective summary.

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher says, "Today we are going to read Emily Dickinson's 'The Railway Train.' I want you to start reading and just skip words that are too hard for you to read."	Teacher instructs students to look at the board. "The words on the board are in the poem we are going to read today. I have defined them for you so you don't get stuck when you read." Teacher reads from the board, "Prodigious is remarkable or impressively great."	Teacher says, "We know that good readers use context clues to determine the meaning of unknown words. Before we read Emily Dickinson's 'The Railway Train,' let's look at the last line in the first stanza to see if we can define the word 'prodigious' by using context clues in the text." Teacher reads "…and then prodigious step around a pile of mountains…" The student responses include "big," "great," and "huge, because mountains are very big."	The teacher says, "Over the past week we have practiced using strategies that help us define challenging words in text. Start by reading the poem, and circle any challenging words. Then, select a vocabulary strategy to help you make sense of the challenging words. Be ready to discuss your learning with your reading group."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher asks recall questions similar to the following: "In chapter 8 on page 63, where is the main character going? Why is she going to the principal's office? Can you recall what happens when she gets to the principal's office?"	Teacher asks questions similar to the following: "Why is Anita afraid when El Jefe shows up at Lucinda's party?" "How would you summarize the novel?"	Teacher asks a variety of questions similar to the following: "Knowing what we know about Anita, how do you think she will handle the news of moving to the United States from the Dominican Republic? Use evidence from the text to support your thinking." "Was the murder of El Jefe justified? Support your argument with textual evidence."	Teacher says, "Anita refers to the dictator of the Dominican Republic as 'El Jefe.' You know that 'El Jefe' was a real person. Based on your reading, what questions do you have about 'El Jefe' and his role in life in the Dominican Republic? Turn to your neighbor to generate a list of questions to guide your research."
	Teacher says, "Once you hear the answer to one of the comprehension questions, write it down on your worksheet."	Teacher says, "Today you will reflect on Anita's fear in your writer's journal. How do you know she was afraid? Make a connection to a time that you felt afraid."	Teacher says, "Today you will write a letter to Mari as if you were Anita. As Anita, you will give Mari advice after she receives her terrible news. In your letter, you will tell Mari what she should do next. What have you learned about right and wrong? How might this help Mari? Support your advice with evidence from the text."	Teacher says, "Today you will work in pairs to identify one character and a problem he or she faced. You may choose any character and problem from our unit's three novels. Each 'character' will use his or her experience to give advice to the other 'characters.' Use your knowledge of the story and the historical time period to develop and offer solutions."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	SAMPLE EVIDENCE			
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.	Teacher says, "Read your poem silently. After you read, identify the theme and record it on your worksheet."	Teacher says, "Read your poem silently. Then, talk with the people in your group to identify the theme of your poem."	Teacher says, "As a group, decide how you will read the poem. After reading, identify the theme of your poem and discuss what textual evidence from the poem supports the theme. Each group should be ready to share." Student responses include: "Let's each read independently to get the flow for the first read, and then we can read together to help each other understand the gist the second time." "I think Robert Frost's character made the right decision in taking the road less traveled because that decision helped to shape the character's life in a positive way. In the last line of the poem, he says…"	Students work in groups to answer the student-generated question, "Was the decision worth the outcome?" Students work with the five poems studied during the unit. Student responses include: "Let's use a visual to show the connection between the decisions each character made and the outcome of each poem." "Can we work from a shared Google document? We need to make sure that everyone's evidence is added."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
	SAMPLE EVIDENCE			
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.	Teacher presents a five-minute PowerPoint on how to write an introductory paragraph. Teacher then writes a sample paragraph on the board. Teacher says, "Please copy the paragraph I wrote in your notes."	Teacher says, "We have learned about introductory paragraphs. Now, let's write one together." Teacher records an opening sentence on the white board. Teacher asks students to raise their hands to provide sentences. Six of the 17 students volunteer sentences. Teacher edits and rewords student sentences as he writes them on the board.	Teacher says, "We have learned about the components of an introductory paragraph. Now, let's write one together." Teacher points to two sample opening sentences posted on the white board. Each of the 17 students writes a supporting sentence that relates to one of the two opening sentences. Teacher says, "Now, let's use our writing rubric to edit and revise our work. How do you want to improve our work first?"	Teacher says, "I want you to read the three sample introductory paragraphs. Use our class-generated writing rubric and rate the three sample paragraphs. As you consider the strengths and weaknesses of the samples, create a list of what you need to do to ensure your own writing is strong."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Criteria for student success *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not 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.
	— SAMPLE EVIDENCE			
	Teacher states, "Make sure your introductory paragraph is finished today. We've got to move on to our next assignment."	Teacher states, "Make sure that your introductory paragraph is clear and uses the appropriate language and tone. You've all done that, right?"	Teacher states, "Now that we have a draft of our introductory paragraphs, we need to revisit expectations for conventions of language, focus of ideas, and consideration of audience. We will be using the district rubric to determine the quality of our writing. Let's look at each section of the rubric together before you self-assess your own work." The class reads the rubric together. Seven students offer examples aligned to the rubric.	Students review the district rubric and develop additional criteria they feel are essential for a successful introductory paragraph. Students peer edit their papers, based on the student-created criteria. Student says, "I see that your introduction is clearly written and explains what the text will focus on."
	Teacher asks students to turn in their drafts when they are finished writing. Students are prompted to begin their homework for the remainder of the class period.	Teacher says, "Before you turn in your paragraph, you might want to read it over again. If there is time, you could look at the writing rubric, too."	Teacher says, "Let's remember that a draft is a work in progress. We will need to edit and revise our paragraph several times, and we must pay attention to the expectations of the writing rubric as we do so." Students are directed to access peers' writing via shared Google documents. Students are directed to participate in peer editing by adding two to four suggestions/comments on peers' work. Students rotate their papers through their group members, read all feedback, and revise work.	Students are directed to review their introductory paragraph draft. Students use peer feedback to make revisions and determine next steps for creating body paragraphs that align with the writing rubric expectations. Sample student-generated next steps include: "I will clearly communicate my main idea." "I can use vocabulary that is more specific to my topic."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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.
	SAMPLE EVIDENCE			
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.	Teacher says, "Put your completed homework on your desk and listen as I read the answers aloud. Put a check mark next to any answers that are wrong so that I can record your score."	Teacher asks, "Are there any questions on last night's homework?" One student raises his hand and says, "I don't understand the differences between similes and metaphors." Teacher asks the class for definitions and examples of simile and metaphor.	Teacher says, "Take out last night's homework and work with your team to compare answers. If there is a disagreement, work together to agree on one accurate answer. I will circulate to listen to your discussion, and when we come back together as a class we can address any outstanding questions that you have."	Students work together to compare homework and agree on accurate answers. Students improve their work based on their peer interaction. Student responses include: "I like the evidence you used here. I'm going to add another example of metaphor that the author uses on page 12, paragraph 3. This will make my response stronger." "Can you explain to me why you think a simile is the best answer? I think I need to add to what I wrote."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Feedback to students *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	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.
	SAMPLE EVIDENCE			
	Teacher writes on student paper, "You didn't quite get this. Try again for credit."	Teacher writes on student paper, "Overall, good job. Please add additional details to your conclusion to wrap up your response."	Teacher says, "In your argumentative essay, you seemed to have trouble stating and sticking with your argument. Remember, your claim should be clear and supported with related reasons and evidence. Let's look at some examples of writing that include claims supported with strong reasons and evidence."	Students work in pairs to review each other's drafts. Students use a checklist to focus their reading and to provide written and verbal feedback. The checklist aligns to the criteria of the writing rubric.
	Student says, "I don't understand why I keep having problems with my paragraphs." Teacher says, "I think you should reread the directions and try it again."	Student says, "As you suggested, I added description to my first paragraph. What else should I do?"	Student says, "I elaborated by adding description and quotes to my body paragraphs, as we discussed. I'm ready for a peer conference."	Student says to another student, "I think your argument is strong, but your third paragraph might be stronger if you include more specific evidence to support your claim." Student says, "What if I included a statistic showing how common this problem is? Do you think that might 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 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Teacher says, "Our agenda says that we start writing an introductory paragraph at 10:10. So let's get started. If you have questions, raise your hand."	During a whole class discussion of an article, the teacher says, "It looks like most of you did okay with this first text. Are we ready to move on to the next one?"	Teacher circulates around the classroom, reading student work and quietly providing feedback to individual students during writing time. Teacher says, "I'm noticing that many of you have incorrectly identified a central idea in this text. Let's revisit how to identify a central idea. What do you need to do first?"	Students complete an exit slip to identify their current level of understanding related to a text's central idea. Students offer at least one specific improvement for this lesson. One student writes, "Last week, we suggested some technology might help make this easier to understand. I liked the fact that you used a PowerPoint and sent it out to us by email so we can use the information in the next lessons."