

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

**Evidence Guide
Illustrative Examples of Social Studies 6-8**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

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Connecticut Evidence Guides

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

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

Observation of educator performance and practice plays a critical role in

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

Who can use the CT Evidence Guides?

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

How can the CT Evidence Guides be used?

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

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

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

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

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

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

Please note, Connecticut Evidence Guides:

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

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

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

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

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

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>A student says, "That is stupid. You are wrong." The teacher does not respond to the negative student interaction</p> <p>The teacher is using a computer at his or her desk when students enter the room, telling students to sit down and get to work. The teacher does not look at students when speaking to them. Teacher briefly moves to front of the room to hand out papers and then returns to the computer for extended periods of time.</p>	<p>A student says, "That is stupid, you're wrong. The death penalty isn't racist." The teacher responds, "Remember to be respectful of other's opinions, Tony. Other opinions aren't stupid, they are just different." Later another student says, "That's dumb" referring to another student's statement. The teacher does not address the students' comment.</p> <p>The teacher greets some students by name, especially members of the soccer team. When students from Table 1 ask for help, the teacher goes over to them, but when asked by students from Table 2 for help, instructs them to speak to a neighboring group to answer their question.</p>	<p>A student says, "I agree with Joann's opinion about the death penalty. It has changed my opinion."</p> <p>The teacher responds, "Excellent, Hank, this shows that he was listening to what Joann said even though it wasn't his opinion at first. Everyone should listen carefully to their classmate's arguments."</p> <p>The teacher greets all students by name at door. When working in groups, the teacher pulls a chair up to groups and asks questions such as "Have you had any trouble with the assignment. Please share what you have written so far."</p> <p>The teacher actively controls student's joking behavior using proximity and positive redirection by saying, "Funny, but save it for the lunchroom, we are now in the classroom, and your group is waiting for you to get started."</p>	<p>Based on student interaction, it is evident that the teacher has worked to create a positive culture and climate within the classroom. For example, a student may say, "That's a good point, but I don't agree because..." or a student may say to John, "Be respectful to Andrew."</p> <p>Students look at students and the teacher when they are conversing with each other. The teacher creates opportunities for students to engage each other, demonstrating eye contact, and facing a variety of speakers. Student demeanor reflects the teacher's efforts to create a positive learning environment.</p>

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	<p>In a class discussion about the five themes of geography, the teacher calls on the same three students in the right corner of the room, or the teacher may call on the same student regularly.</p> <p>There is no evidence that the teacher takes into account student interests when designing lessons. All assignments are given to the entire group, using what comes next in the text. Teacher does not communicate any awareness of students, their personal lives, either as individuals or as teenagers.</p>	<p>In a class discussion about the five themes of geography, the same three students in the right corner of the room always raise their hands. The teacher says, "Why don't we hear from someone who hasn't had a chance to speak yet?" When no one volunteers, the teacher does not rephrase the question to illicit greater participation and calls on one of the same three students.</p> <p>The teacher says, "I know that some of you play soccer so I chose an article about the World Cup. Read the article and answer the questions attached."</p>	<p>In a class discussion about the five themes of geography, a number of students raise their hands. The teacher says, "It's important for everyone to have a chance to volunteer their opinions; others might see things a little bit differently. Why don't we hear from someone who hasn't had a chance to speak yet?" The teacher may also use questioning techniques to promote increased student participation.</p> <p>The teacher uses student interests regularly to design activities. The teacher may say, "Based on your interest surveys I noticed that people are into a lot of different activities such as soccer, dance, computers or art. We are learning about entertainment activities in other countries. You may choose from the articles on the front table using what interests you to influence your choice."</p>	<p>The teacher promotes positive peer interaction where students ask opinions of each other and/or students actively seek feedback from each other. A student may be heard saying, "I had a really hard time understanding what the difference between longitude and latitude is." Another student may respond, "I had a hard time too but used this technique to help me remember. Why don't you try it?"</p> <p>The teacher creates opportunities for students to share their personal interests with each other. Students are asked to brainstorm lists of their favorite entertainment activities and then choose to research two in a foreign country of their choice.</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>The teacher's classroom contains some articles reflecting the teacher's Irish heritage. As a result, most of the displayed material for the immigration project was about the Irish potato famine.</p> <p>In a discussion on immigration, a student from Puerto Rico shares how her life is different from life in Connecticut. Another student comments, "It doesn't matter. You are in America now." Teacher ignores the comment.</p>	<p>The teacher's classroom resources for an immigration project focus only on immigration of Europeans in the late 19th century including Irish, Italian, and German immigration.</p> <p>In a discussion on immigration, a student from Puerto Rico shares how life there is different from life in Connecticut. Another student comments, "It doesn't matter. You are in America now." The teacher responds, "Tim, Edna's opinion does matter and is very important. In fact, Puerto Rico is an unincorporated part of the United States. Edna would you like share more about your experiences?" Afterward another student may say, "My family is from Ecuador, but I've never been there." The teacher says, "That's nice, Anthony" and continues with the discussion.</p>	<p>The teacher's classroom resources for an immigration project include books and photographs from a variety of countries, including Senegal, India, Mexico, China; and Ireland, Italy, and Germany.</p> <p>In a discussion on immigration, a student from Puerto Rico shares how life there is different from life in Connecticut. Another student says, "My family is from Ecuador, but I've never been there." The teacher says, "That's really interesting, Anthony. Do you still have family there? Would you like to visit someday?"</p>	<p>The teacher's classroom resources for an immigration project include books and photographs of countries and regions across the globe that align with cultures represented within and beyond the student body</p> <p>In a discussion on immigration, teacher creates a "panel" of students in the classroom and school who left a country and have newly arrived. The teacher provides a translator for the student who has very limited ability in English. Students then are asked to share their (or family) experiences related to immigration, including factors in influencing decisions, the journey, and challenges in adjusting to the new environment. The teacher provides the opportunity for students in the class to ask questions. The teacher then asks all students to write in their journals a response to the following: discuss a major change that you have made in your life, focusing on the decision, the journey, and the results.</p>

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	The teacher says, "I chose four different religions for you to research and each of you will be assigned one of the four."	The teacher says, "You will research the origins of Buddhism, Judaism, Christianity or Islam. It is your choice which one you are interested in examining further." Once 16 of the 20 students had chosen their religions, the teacher said, "Too many students chose Buddhism, Islam and Judaism to study. As a result, the rest of you will have to study Christianity."	The teacher says, "You will research the origins of Buddhism, Judaism, Christianity or Islam. It is your choice which one you are interested in examining further."	The teacher says, "You will research the origins of Buddhism, Judaism, Christianity or Islam. It is your choice which one you are interested in examining further. Once we have completed this section of the unit, you will have the opportunity to examine one other religion or belief system. Let's start a list now of what those might be."

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Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>During a class discussion about school uniforms, one student says to another student, "You're wrong. Uniforms are ugly." The teacher does not respond or says nothing.</p> <p>The teacher asks, "Why do you think that the men from the higher caste destroyed Neeraj's farm?" No student raises a hand. The teacher says, "I'm going to wait until someone answers the question for as long as it takes," or the teacher does not provide enough time for students to respond and answers the question.</p>	<p>During a class discussion about school uniforms, one student says to another student, "I think uniforms are ugly." The teacher responds by asking, "Why do you think uniforms were chosen?" The student says, "Because the politicians said so." Another student says, "Don't be so ignorant." The teacher says, "Let's go back to the topic at hand."</p> <p>The teacher asks, "Why do you think that the men from the higher caste destroyed Neeraj's farm?" The girls who have read the story continue to raise their hands and are called on. The teacher does not use questioning techniques to entice greater levels of student response.</p>	<p>In a class discussion about school uniforms the teacher says, "There are no right answers here, I am looking for your opinions on school uniforms, and there are really great arguments on either side of this debate. Remember, we honor all opinions."</p> <p>The teacher says, "Okay, why do you think that the men from the higher caste destroyed Neeraj's farm?" When only two-thirds of the students raise their hands, the teacher rephrases the question to illicit a greater level of response.</p>	<p>In a class discussion about school uniforms the teacher says, "I am looking for your opinions on school uniforms. There are some really great arguments on both sides. Which of you are for uniforms? Against?"</p> <p>"Now that we know that five are for and 20 are against, what are we going to do to respectfully hear the opinions of everyone?" The teacher encourages students to set criteria for listening and disagreeing. They appoint a student as a "reminder" to help them stay on topic and respectful.</p> <p>The teacher says, "Okay, why do you think that the men from the higher caste destroyed Neeraj's farm? I am going to give you four minutes to do a quick write and then we will share our thinking." All students write their opinions.</p> <p>Students are asked to share their responses with two other students. Each of these two students asks a question on a sticky note for the original student to think about.</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>During a primary source analysis activity, students complain the activity is too hard. The teacher says, "I have an idea. Why don't you just read the textbook? You will find it to be easier."</p> <p>During a lesson on immigration a student says, "Why do we have to learn about immigration? My ancestors came over on the Mayflower."</p> <p>The teacher says, "It may be information on the standardized test that is scheduled for next month."</p>	<p>During a primary source analysis activity, a student says, "I can't do this; it's too hard." The teacher says, "OK. Melissa, you answer questions 1 and 2. Jacob, you answer question 3 because it's easier."</p> <p>During a lesson on immigration the teacher says, "We studied immigration that has occurred in the past. Can what happened in America in the 19th century apply to today's immigration issues?"</p> <p>The teacher asks Group 1 to answer the question. Group 2 is asked, what value would there be in knowing how this would apply? The teacher asks Group 3 "to write a review of what we talked about regarding immigration in the 19th century."</p>	<p>During a primary source analysis activity, a student says, "I can't do this; it's too hard." The teacher says, "Sure, you can do this. Think back to the last time we did this kind of activity. How did you figure it out last time?" Student continues to complain. Teacher says, "Let's work on this together. What's the first thing you're supposed to do here?"</p> <p>During a lesson on immigration the teacher says, "When the Irish immigration increased after the Potato Famine, many Americans were upset that thousands of poor, starving immigrants were arriving in the U.S. hoping to make a new home here. In what ways can we apply our study of immigration on immigration issues today?" One student says, "The children being sent from Central America to the American border." The teacher responds, "What can we learn from the past immigrants?" Another student says, "Most will turn out okay and make our country better."</p>	<p>During a primary source analysis activity, the teacher provides opportunities for the students to work in pairs and brainstorm strategies they might use to work with difficult primary text. One student says, "Why don't we jigsaw the articles and then teach each other the information?"</p> <p>The teacher provides time for students to reflect with one another about the importance of understanding the role immigration has played in the development of modern America. One student says to another student in the group, "Did you ever hear that saying about the reason we learn about history is so that we don't repeat the same mistakes again? I think that's why it's important to learn about this stuff so we don't treat new immigrants like the Irish were treated."</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	The teacher says, "Some of you have made the same mistakes on all three of your atlas assignments. You need to focus on these to improve."	The teacher posted a chart of class growth on the first two atlas assignments but not the third. When students asked about it, teacher says, "I never calculated the third average."	Students compared their own scores on the first three atlas assignments. Teacher created a chart of class averages on each assignment to show students how much they improved as a class. The teacher says, "Based on what we achieved on each of the first three goals, let's set a target on what we can accomplish on the next assignment."	The teacher creates opportunities for students to suggest changes to their class atlas assignment goals. One student says, "I think that we are all very close to meeting the goals that we set last month. What do you think about adjusting our goals and making it 5 points higher? I think we could make that. I would be willing to do this for my next assignment."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	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			
	The teacher passes out a video viewing guide about the bubonic plague and some questions. The teacher says, "Watch the video and answer the questions." When students begin chatting, the teacher does not do anything.	Students are preparing to watch and complete viewing guide questions on a video clip about the bubonic plague. The teacher reminds students of expected behavior, saying, "Remember, to be fair to everyone, we need to be quiet so everyone can hear the video. Be sure to do your own work on this exercise." During the video, two boys begin chatting. The teacher says, "Gentlemen, please be quiet and finish your work." Two girls begin chatting. The teacher does not respond and continues watching the video clip.	Students are preparing to watch and complete viewing guide questions on a video clip about the bubonic plague. The teacher reminds students of expected behavior saying, "Remember, to be fair to everyone, we need to be quiet so everyone can hear the video. Be sure to do your own work on this exercise." Students respond with expected behaviors and/or the teacher appropriately addresses behavior concerns as they arise.	As the teacher distributes a viewing guide and questions on a video clip about the bubonic plague, student representatives begin to list appropriate video procedures and/or behaviors on the board. While the video is going, students either self-correct one another and/or the teacher appropriately addresses behavior concerns as they arise.

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	Students are sitting in groups for a Think-Pair-Share activity but are off task. The teacher goes to one group and asks, "What are you supposed to be doing?" Before they can respond, the teacher moves away from the group and sits at his or her desk.	Students are grouped for a Think-Pair-Share activity and one student is chatting with students in another group. The teacher approaches and the student says, "I don't know what I'm supposed to be doing." The teacher says, "Jannel, where can we find out what your role is today?" Jannel says, "In our notes?" To which the teacher responds, "Check the board." The teacher walks away. When another student is talking off topic, "Did you see the new girl in school?" to the student adjacent to him. The teacher ignores the behavior and returns to his or her desk.	Students are sitting in groups and the lists of activities for the Think-Pair-Share activity are listed on the board. On the board is also a chart showing desks and who has what roles. Student 1 is chatting with a student in other group. As the teacher approaches, she says, "What are we supposed to be doing?" The teacher moves to the board and says, "Let's look at the chart. What role do you have, Jannel?" To the class the teacher says, "Let's all do what Jannel did and find out what our role is from the chart on the board." Student 2 is asking the student next to him, "Did you see the new girl?" The teacher signals him to get to work with a hand and the student asks, "What do we do first?" Teacher moves to the student desk and says, "Good question. Point to the list and tell me the first thing to do (loud enough for the class to hear.)" The teacher then says, "If there aren't any more questions, let's get started."	Students are sitting in groups for Think-Pair-Share. The teacher has designed roles for each student in a group but has left the designation of roles to the students. Student asks the group, "OK, what are our roles?" Other students answer stating their roles. Students say, "OK, let's get started then as we have to get this done in 30 minutes."

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	The teacher says, "I have handed each of you your Do Now. Get to work."	The teacher says, "Some of you are waiting for me to tell you to start the Do Now at the beginning of class. You need to remember to come in and get started right away." Another two students enter the class and start talking. The teacher does not address the behavior.	There are Do Now instructions posted on the SMART Board at the front of the room. The teacher says, "Some of you are waiting for me to tell you to start the Do Now at the beginning of class. Who can remember our routine?" Student says, "When we come in, we read the board and find out what to do first – then get to work." Teacher says, "Good! I notice that Walt, Cheryl and Kiki are right on target with that."	All students walk in, open their notebooks and get started on the Do Now. A student arrives late; he moves to his table and another student points to the Do Now. Following the Do Now, all students follow the expected procedure by putting their work sample into the basket and opening their texts to review. Student awareness of procedures indicates that the teacher maintains a high level of expectation and that routines are embedded in daily instruction.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Throughout the period, students continue to ask for a bathroom pass. They are gone for extended times and when they return they are disruptive to the class. The teacher continues teaching the lesson and does not address their behavior. A student approaches the teacher and says, "I put the workbooks on the shelf." "That's nice," the teacher responds and gazes out the window.	When a student returns from the bathroom and is disruptive, the teacher addresses the disruption and asks the student to take a seat. When another student is disruptive upon reentering the classroom, the teacher does not address the behavior. The teacher says to students, "I need your help cleaning up the classroom today. Margot, thanks for doing the tabletops." Several other students put away workbooks on the shelf, but the teacher does not acknowledge their help.	When student returns from the bathroom, the teacher says "Thank you, Paul, for just quietly coming back in a timely manner." Few students ask to use the bathroom as it is clear that the teacher has established and reinforced the importance of classroom routines. Teacher has a monthly schedule posted for classroom tidying. At the end of the last class of the day, she goes to the schedule and reads out who is responsible for what tasks. She monitors their work and reminds students what needs to be done.	Students ask to use the bathroom at appropriate breaks in the lesson and/or activity and do so in a quiet, timely manner. It is evident that the teacher has clearly established procedures in place to promote high standards of behavior. Teacher has a monthly schedule posted for classroom tidying. At the end of the last class for the day, students immediately begin tidying up the tabletops, turning the chairs up, and rearranging the book piles.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>The teacher says, "The activity is over, clean up and return to your seats. Uh-oh, I forgot to put out the trash baskets. Can someone help me find them? No, don't throw the assignments away, put the scraps in the basket. I need the first group to stop working NOW. Clean up...did you find the trash baskets? Oh, the assignments....you can put them on my desk. No....put them in my inbox instead."</p> <p>The classroom is arranged in V-rows. The teacher says, "For the next activity we're going to get into row groups." Students move randomly about the room and do not get into groups.</p>	<p>The teacher says, "The activity is over. Please clean up and return to your seats." Students clean up and return to their seats except for one group that spends time talking and fooling around, making the rest of the class wait to move on to the next activity.</p> <p>The classroom is arranged in V-rows. The teacher says, "For the next activity we're going to get into row groups." Some students, without further direction, move their desks into groups and prepare for the activity. Some students do not get into groups.</p>	<p>The teacher uses a timer to keep track of the activity. When the time is up, it takes under a minute for students to gather their materials and return to their assigned seats. The teacher provides students with the next direction and students take out their ongoing current events assignment. All students are working on their next assignment within two minutes.</p> <p>The classroom is arranged in V-rows. The teacher says, "For the next activity we're going to get into row groups." Students, without further direction, move their desks into groups.</p>	<p>The teacher uses a timer to keep track of the activity but students are encouraged to facilitate the routines themselves. They look at the SMART Board for the timer to indicate when each activity is done and for directions on their next activity. Students transition quietly and quickly between activities.</p> <p>The teacher has three-part directions on the wall that list the assignment, the pages and materials, and the type of work (independent, "fall" groupings or "winter" groupings. Students look at the board and say, "It's time to do the activities sheet in our winter groups....Fred and Mary, let's go to this table."</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
	It is evident that the teacher did not inform the students that classes were 30 minutes until lunchtime. The students sit and talk, waiting for the teacher, who is cuing a DVD, to tell them what to do next.	The teacher says to students, "Remember, I told you yesterday that today's classes are 30 minutes long until lunchtime. We will begin today's assignment and try to get through the first part. Let's see how far we get."	Classroom whiteboard has special "Today's Assembly Schedule" with periods and new times listed. The teacher says to students, "Today's classes are 30 minutes long until lunchtime. We will begin today's assignment and I will need your help to get our work done. We will need to finish the extended reading assignment for homework tonight."	Yesterday, the teacher notified the students that the class periods would be 30 minutes each; the teacher asked students for their suggestions about how they would get today's work accomplished. Students suggested that they be given the choice of doing the work during lunch, as homework, or come in early. Each student selected strategy for completion.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson plan is aligned with standards</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards</p>	<p>Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.</p>	<p>Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.</p>
	SAMPLE EVIDENCE			
	<p>Teacher has identified D2. Geo.8.6-8 “Analyze how relationships between human and environments extend or contract spatial pattern of settlement and movement” as the standard addressed in the lesson. Teacher lists all the grades 6 and 7: World Regional Studies standards from the state social studies frameworks in the lesson-planning guide.</p> <p>Lesson objective: Students will discover the influence of geographical features on settlement patterns in China. Instruction: Students label a political map of Asia.</p>	<p>Teacher has identified D2. Geo.8.6-8 “Analyze how relationships between human and environments extend or contract spatial pattern of settlement and movement” as the standard addressed in the lesson. The lesson plan addresses the culture of China.</p> <p>Lesson objective: Students will discover the influence of geographical features on settlement patterns in China. Instruction: Students answer questions on a physical features map of China, identifying significant cities, rivers, and mountains.</p>	<p>Teacher has identified D2. Geo.8.6-8 “Analyze how relationships between human and environments extend or contract spatial pattern of settlement and movement” as the standard addressed in the lesson. Lesson plan is designed to build vocabulary related to population density and distribution in China.</p> <p>Lesson objective: Students will discover the influence of geographical features on settlement patterns in China. Instruction: Students analyze maps of China’s physical features and population density patterns drawing conclusions about their relationships.</p>	<p>Teacher has identified D2. Geo.8.6-8 “Analyze how relationships between human and environments extend or contract spatial pattern of settlement and movement” as the standard addressed in the lesson. Teacher has designed differentiated activities related to essential understandings of population density and distribution in response to a pre-test of student knowledge.</p> <p>Lesson objective: Students will discover the influence of geographical features on settlement patterns in China. Instruction: Students analyze maps of China’s physical features and population density patterns; students analyze population data for regions of China and graph the differences among the regions.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not appropriately sequence content of the lesson plan.</p>	<p>Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.</p>	<p>Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.</p>	<p>Plans to challenges students to extend their learning to make interdisciplinary connections.</p>
SAMPLE EVIDENCE				
	<p>The planned lesson has students brainstorm the big idea "What does 'freedom' mean to me?" The teacher lists the amendments in the Bill of Rights and lectures on them.</p> <p>After a prior lesson building background knowledge about the three religions that began in the Middle East and the history of Israel, students research tourist attractions in Middle Eastern country of their choice.</p>	<p>The planned lesson has students brainstorm the big idea "What does 'freedom' mean to me?" The teacher asks students to consider how freedom of speech is expressed in the Bill of Rights. Students examine a school-related First Amendment case to identify key freedom of speech issues (Literacy.RH.6-8.1).</p> <p>After a prior lesson building background knowledge about the three religions that began in the Middle East and the history of Israel, students develop their skills in inquiry by reading an article about historical tourism sites in Jerusalem.</p>	<p>The planned lesson has students brainstorm the big idea "What does 'freedom' mean to me?" The teacher asks students to consider how freedom of speech is expressed in the Bill of Rights. In groups, students examine a variety of school-related First Amendment cases to identify key freedom of speech issues and the balance of other rights in determining cases outcomes (Literacy.RH.6-8.8).</p> <p>After a prior lesson building background knowledge about the three religions that began in the Middle East and the history of Israel, students develop their skills in inquiry by developing open-ended research questions related to the conflict today between Israel and its neighbors.</p>	<p>The planned lesson has students brainstorm the big idea "What does freedom mean to me" and then researching and reporting to the class on a First Amendment case of their choosing (Literacy.WHST.6-8.1C).</p> <p>After a prior lesson building background knowledge about the three religions that began in the Middle East and the history of Israel, students develop their skills in inquiry by developing open-ended research questions related to the conflict today between Israel and its neighbors and to research and write on one of them, using informational writing strategies used in language arts.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	After reading a chapter from their book on the Battle of Antietam, students are asked to produce an exit slip on which they list three facts they learned from the chapter.	Students are asked to read the textbook chapter on the Battle of Antietam and are asked to explain why it was considered the “bloodiest single day in the Civil War?”	The teacher provides Civil War soldiers’ letters and other documents to students to analyze descriptions of the Battle of Antietam. Students are asked to compare sources and, working in groups, summarize in writing what happened at the battle and the significance of the battle—all using quotes and domain-specific language (CCSS.ELA.Literacy.RH.6-8.9) (CCSS.WHST.6-8.2).	Students will use the primary documents, secondary sources, and battlefield photographs to prepare an “E-Zine” article about the aftermath and results of the Battle of Antietam; alternative assignment: students will produce a poster that analyzes the importance of the battle of Antietam, using both primary sources and photographs.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.</p>	<p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>
	SAMPLE EVIDENCE			
	<p>Teacher uses the textbook and accompanying activity guide to drive lesson planning and activities on the Industrial Revolution.</p> <p>Teacher gives all students a worksheet about fact versus opinion as found in historical sources.</p>	<p>Teacher uses prior year's CMT/SBAC test data as the primary basis for determining student needs and planning lessons/activities on the Industrial Revolution.</p> <p>Teacher and media specialist conduct whole class lesson on using factual knowledge from resources to support a historical claim.</p>	<p>Teacher conducts a pre-assessment of student knowledge of the Industrial Revolution and uses this data, in conjunction with prior assessment data and knowledge of student needs, to develop specific activities using specific resources tailored to address student needs.</p> <p>Media specialist conducts whole group lesson on using factual knowledge from resources to support a historical claim. At this same time, teacher works with three students on identifying factual knowledge in historical sources; teacher chooses the students to work with based on data from the pretest on argumentative writing.</p>	<p>Teacher discusses with students the results of their pre-assessments, then assists students as they develop their own research questions that they will use in inquiry projects on the Industrial Revolution. Students' need for assistance on this task will vary.</p> <p>Students can watch video reinforcing the skill of using factual knowledge to support a claim, can work with teacher or media specialist individually to reinforce research skills, or can begin the actual research assignment.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
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.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Students will watch the film "Mill Times" by David Macaulay and write answers to guiding questions. Teacher plans to have students use dictionary.com to look up the definitions of a list of Hindu words and phrases.	Students will watch "Mill Times" by David Macaulay and read a primary source account of what it was like to work in a mill; students will then answer guided questions on the readings and discuss what it was like to be a worker at one of the early mills. Teacher plans to ask students to create symbols that accurately reflect their understanding of key words and phrases related to Hindu beliefs.	Teacher has students read both primary and secondary source accounts of mill life. After reading and discussing the sources, students will construct letters from the perspective of a teenage mill worker. In small groups, students will share letters with each other. Teacher plans to ask students to create symbols that accurately reflect their understanding of key words and phrases related to Hindu beliefs. Students will then arrange their symbols on a mandala, where words found by all students are included and defined. Each student shares the words he or she included verbally with the class and explains the word's meaning.	Working with partners students will continue to research mill life, and will demonstrate their enhanced knowledge through a formal paper, a power point presentation, a student-created website, a poster presentation, or a group performance. Teacher plans for students to browse informational Internet sites related to Hinduism and collaborate with a group to determine a list of words they feel are important in the understanding of Hindu beliefs. As a class, the teacher plans to help students compile a list of the most important words to use in creation of a visual representation and written description of the important Hindu beliefs.

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
	Before an in-class reading of the Preamble of the Constitution, teacher provides students with a word bank of "challenging words" from the text, including their definitions.	Before an in-class reading of the Preamble of the Constitution, teacher provides students with the task of defining challenging words and has students look up words in a dictionary.	During an in-class reading of the Preamble of the Constitution, teacher provides students with the task of determining the meaning of challenging words in the text. Class uses a specific model (i.e., Frayer model) to define words. Students demonstrate understanding by rewriting the preamble in their own words (Literacy.RH.6-8.4; Literacy WHST.6-8.2d).	During an in-class reading of the Preamble of the Constitution, teacher provides students with the task of determining the meaning of challenging words in the text. Students self-select a strategy to use in defining words. Students demonstrate understanding by rewriting the preamble in their own words (Literacy.RH.6-8.4; Literacy WHST.6-8.2d).

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Strategies, tasks and questions cognitively engage students</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.</p>	<p>Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p>
SAMPLE EVIDENCE				
	<p>Teacher provides an article on Harriet Tubman and has students complete worksheet on specific facts found in the article.</p> <p>Teacher plans for students to answer questions related to article read yesterday in class on textile industry in Bangladesh.</p>	<p>Teacher provides articles on Harriet Beecher Stowe and Harriet Tubman; after reading the articles students are asked to write about which women they thought did the most to end slavery in the United States.</p> <p>Teacher plans that students will find a recent news article related to the textile industry in Bangladesh. A series of "search" questions will guide the students into looking for answer within the text.</p>	<p>Teacher provides articles on Harriet Beecher Stowe and Harriet Tubman and asks the students to prepare a Venn diagram to answer various compare-and-contrast questions about their background, activities, and involvement with the anti-slavery and abolitionist movements. Students will then use Venn diagrams to prepare argumentative essays deciding who had a greater effect on the end of slavery.</p> <p>(CCSS.ELA.Literacy.RH.6-8.1) (CCSS.ELA.Literacy.RH.6-8.2) (CCSS.WHST.6-8.1)</p> <p>Teacher plans that students will find a recent news article related to the textile industry in Bangladesh and determine in writing whether it supports the idea that the textile industry is a positive or negative influence on the people there.</p>	<p>Students will complete Venn diagram and essays comparing the efforts of Harriet Beecher Stow and Harriet Tubman; students will then conduct independent research on either Stowe or Tubman and report the results of their research to the class.</p> <p>Teacher plans that students will find a recent news article, photograph or video related to the textile industry in any country in the world. They will use their media choice to develop an opinion on whether it is a positive or negative influence on the country. They will present their findings to the class.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>In an activity on “Which Amendment in the Bill of Rights is most important today?” teacher does not plan for small group work.</p> <p>Teacher provides excerpts from “Lyddie” by Catherine Paterson, and students will construct a pro-con chart on how the Industrial Revolution affected the worker’s lives.</p>	<p>In an activity on “Which Amendment in the Bill of Rights is most important today?” students are randomly placed in groups without regard to interest or ability.</p> <p>Teacher provides excerpts from “Lyddie” by Catherine Paterson to understand the conditions of work during the American Industrial Revolution. Teacher will then provide “New York Times: Frontline” articles about the Industrial Revolution in modern China.</p>	<p>In an activity on “Which Amendment in the Bill of Rights is most important today?” students are intentionally grouped based on student ability and a pre-lesson interest survey and are assigned roles by the teacher.</p> <p>Teacher provides excerpts from “Lyddie” by Catherine Paterson to understand the conditions of work during the American Industrial Revolution. Teacher will then provide New York Times articles about the Industrial Revolution in modern China.</p>	<p>In an activity on “Which Amendment in the Bill of Rights is most important today?” students are intentionally grouped by the teacher based on ability and a pre-lesson interest survey and, as a group, students determine the role they will take in completing the assigned activity and how their findings will be presented.</p> <p>In addition, students will look at working conditions in Bangladesh or other modern country that is presently in the initial stages of their Industrial Revolution and find the positive and negative effects of industrialization; students will then compare modern industrialization with previously studied examples of China and early 19th-century United States.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Criteria for student success</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.</p>	<p>Plans general criteria for student success; and/or plans some opportunities for students to self-assess.</p>	<p>Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.</p>	<p>Plans to include students in developing criteria for monitoring their own success.</p>
SAMPLE EVIDENCE				
	<p>After a classroom discussion of the topic, teacher has students write a paragraph about poverty in Africa.</p> <p>Teacher plans to direct students to write an argumentative essay and tells them that it will be “graded.”</p>	<p>Teacher plans to assess if students are successful on an open-ended question, “Why is there so much poverty and conflict in Africa today?” Teacher says, “You must correctly define imperialism in your answer.”</p> <p>Teacher plans to explain to students that they must provide evidence to support each claim in their argumentative writing.</p>	<p>Teacher develops a rubric detailing the specific criteria necessary to show whether students failed to meet, met or exceeded the learning goal on an open-ended test question, “Why is there so much poverty and conflict in Africa today?”</p> <p>Teacher plans to explain to students that they must provide at least two pieces of factual evidence that fully support each claim in their argumentative writing. Teacher provides information on how evidence can be used to support a claim.</p>	<p>Teacher plans for students to work in groups to develop specific criteria for a rubric used to determine success on the open-ended question. The teacher meets with each group to finalize the rubric that will be used to evaluate the writing of all members of the group.</p> <p>Teacher plans that students will create their own rubrics that reflect criteria for success as communicated by the teacher and students in discussion. Rubrics will be analyzed and revised by students working in small groups.</p>

2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans assessment strategies that are limited or not aligned to intended instructional outcomes.</p>	<p>Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.</p>	<p>Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.</p>	<p>Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.</p>
SAMPLE EVIDENCE				
	<p>Quiz planned the following day on material discussed in today's class. No attempt made during class to assess levels of student understanding of subject matter.</p> <p>In a primary source analysis of John Gast's painting, "American Progress," a single response sheet is evaluated by the teacher.</p>	<p>Three times during the lesson teacher will ask students to jot down what they "know" and "still want to know" about the subject of the lesson. Three student responses to be shared with the class.</p> <p>In a primary source analysis of John Gast's painting, "American Progress," teacher provides a simple checklist for students to evaluate their responses.</p>	<p>Teacher will use Think-Pair-Share activity where students present findings to teacher at each stage of learning with final sharing done with whole class.</p> <p>In a primary source analysis of John Gast's painting, "American Progress," teacher plans for pair-share time for students to evaluate their work and provide feedback to their partners.</p>	<p>Teachers will provide self-assessment rubric for students to provide reflections on learning as lesson progresses.</p> <p>In a primary source analysis of John Gast's painting, "American Progress," teacher plans for pair-share time for students to evaluate their work with classmates. Students then reevaluate their work and make changes or improvements as necessary.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Today we are doing the next amendment to the Constitution."	Teacher says, "Today we will look at the Second Amendment and what the 'right to bear arms' means."	Teacher says, "Yesterday we discussed court cases associated with the First Amendment. Today, we will look at the Second Amendment and how it has been interpreted in courts since its ratification." Teacher says, "You will answer the question on the board." On the board is written: "What are our rights under the Second Amendment, the right to bear arms?" Teacher states that students will be doing a very carefully reading of the Second Amendment.	Teacher says, "We have learned about the courts' interpretations of the First Amendment. Before we look at the court cases on the Second Amendment, what can we expect to find?" Student 1 says, "The courts will protect peoples' right to bear arms." Student 2 says, "I agree and just like freedom of press and slander, the courts can limit those rights." Student 3 says, "But didn't we learn that courts can't completely limit the rights? They have to have a reason." Teacher says, "And be...?" Student 3 says, "And be reasonable." Teacher says, "Great!"

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Today we are going to work on inquiry questions. An inquiry question is any question you can look up on the Internet."	Teacher says, "A strong inquiry question is one that is open-ended." Then the teacher gives an inaccurate example, "For example, what holy sites are located in Jerusalem?"	Teacher says, "A strong inquiry question is one that is open-ended. If you can look up the question on the Internet and find your answer going to one site, the question is too narrow."	Teacher explains the definition of "inquiry" and open versus closed questions. Then says "In your group, read each of the questions you brainstormed and decide together if each is an inquiry question or not. If a question is not an inquiry question, try to reword it to make it one."

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content progression and level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
SAMPLE EVIDENCE				
	<p>Teacher says, "Get out your textbooks. Read the section on female workers in the Industrial Revolution and answer the questions at the end of the section."</p>	<p>Teacher says, "I want you to complete the Do Now on the board, which will check your understanding of the beginnings of the Industrial Revolution. Then we will do a primary source analysis looking at the impact of the Industrial Revolution on this new group of female workers." Students work on a single common primary source to complete the exercise.</p>	<p>Teacher says, "I want you to complete the Do Now on the board, which will check your understanding of the beginnings of the Industrial Revolution. Then, (based on their results), I will put you in one of three groups to look at different primary source analyses that examine the impact of the Industrial Revolution on this new group of female workers." Groups are given primary sources of increasing difficulty and complexity (Letter From Susan 1 [lvl 1]; Miss Rosetta Letter [lvl2]; Anne Thompson Diary [lvl 3]). Teacher facilitates group work giving special attention to the group that needs more support.</p>	<p>After completing the assigned readings, students work in groups and brainstorm lists of issues facing workers in the Industrial Revolution. The teacher helps facilitate as groups investigate an issue of their choice to evaluate the modern impact of the same issue on the nation.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Today we will read and discuss a chapter on tariffs and tariff policy before the Civil War."	Teacher says, "Today we will look at why the Southern states were opposed to import tariffs prior to the Civil War. We will read the chapter and a letter from a Southern senator. Let's look at our word wall and define some of the terms that will show up in our reading."	Teacher says, "When we studied the Constitution, we discussed tariffs, who they benefitted and who they harmed. As we study the Industrial Revolution, let's look at John C. Calhoun's opinions found in his letter on the subject of import tariffs in the mid-19th century as well as letters from factory owners in Lowell. We will start with you and the students sitting next to you scanning the letters and then identifying and defining challenging words together."	Teacher says, "In groups of four, we will look at various views of tariffs during the Antebellum period. You will be given letters written by either Northern factory owners and politicians or Southern planters and politicians. Your pair will choose which letters best represent each argument and summarize each letter; your summaries much include quotations from the actual letters. After each summary you should include a listing of all unfamiliar words in the article and the definitions of these words."

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher asks questions like, "What does OPEC stand for?" Student says, "Organization of Petroleum Exporting Countries" Teacher asked, "What does export mean?" Student responds, "To sell your products to another country." Students are asked to define supply and demand and give an example of how the two work together.	Teacher asks questions such: "If a large oil deposit is found off the coast of Brazil, is that about supply or demand?" or "How do the laws of supply and demand benefit the average citizen?"	Teacher asks questions like, "Now that you've learned about supply and demand, what events may cause a change in the price of oil?" Students work in pairs reading descriptions of world political and economic events and determine if each event would affect supply or demand and how that would influence the price of oil and other resources and products.	In groups of three, students brainstorm possible world events that could affect the price of oil. One student says, "If it was really cold in New England one winter and everyone used more oil for heat." Another student says, "If there was a big oil spill in the Gulf of Mexico." A third student says, "But it would take too long for new oil to be formed – remember, we learned in science it takes millions of years?"
	Teacher says, "We are going to read 'The Story of the Ganges' together." Students volunteer to read passages of the story aloud. Teacher asks students to take notes as they read on the significance of the Ganges River to Hindus.	Teacher says, "We are going to read 'The Story of the Ganges' together." Students volunteer to read passages of the story aloud. Afterward, teacher says "Let's compare the importance of the Ganges to the importance of the Mississippi River in the United States."	Teacher says, "Now that you have learned about Hindu beliefs and have read 'The Story of the Ganges,' use your knowledge of Hinduism to explain why the Ganges River is sacred to Hindus."	After reading about and discussing the importance of the Ganges, student says, "I remember reading that the Ganges River is really dirty. Can I look up information on why it is polluted?" Teacher encourages students to conduct research this subject and report back to the class on what was found.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher says, "OK, we've completed our primary source analysis of O'Sullivan's 'Manifest Destiny' article. Now, on your own, look at John Gast's painting, 'American Progress,' and write a short paragraph on how the painting addresses the idea of Manifest Destiny."	Teacher says, "OK, we've completed our primary source analysis of O'Sullivan's 'Manifest Destiny' article. Now, we'll get into groups and examine how John Gast's painting, 'American Progress,' addresses the idea of Manifest Destiny."	Teacher says, "OK, we've completed our primary source analysis of O'Sullivan's 'Manifest Destiny' article. Now, we'll get into groups." Teacher assigns students to homogenous groups. Teacher continues, "Half the groups will look at one painting (Gast's 'American Progress'), the other group will look at a different painting (Harvey's 'The Song of the Talking Wire') paying particular attention to how each painting addresses the idea of Manifest Destiny. When we are finished, we will jigsaw the groups and you will be responsible for teaching classmates from the other group about your painting." Teacher facilitates all group work.	Working in small groups students carefully examine three photographs of Native American life in the late 1800's and determine what these photographs, as a group, reveal about the lives of Native Americans in this era.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Today I am going to talk about the immigrant groups that came to the United States in the late 1800s. You should take notes. If you have any questions, make sure to ask them!"	Teacher says, "Today we are going to discuss the questions I gave you at the end of class yesterday on the immigrants who came to America in the late 1800s. During the last 15 minutes of class, let's discuss your perspectives on what it was like for immigrants who came to Ellis Island."	Teacher says, "Today we are going to discuss the article that I gave you yesterday on immigrants and their Ellis Island experiences and the articles that all of you brought in about experiences the immigrants had when they arrived in the United States. I want to hear from as many of you as possible on what you found."	Students research topics of their choosing on the immigrant experience of the late 19th century and, in small groups, report their findings to other students.

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Criteria for student success</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare</p>	<p>Communicates general criteria for success and provides limited opportunities for students to self-assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p>	<p>Integrates student input in generating specific criteria for assignments.</p>
SAMPLE EVIDENCE				
	<p>Student raises a question about the "Putting Our Stamp On America" project. Teacher says, "Look at the project packet. The answer is in there."</p> <p>Teacher says, "When you are finished with your argument writing, hand it in to me."</p>	<p>Teacher states, "Today we're going to begin our 'Putting Our Stamp On America' project. You have to write a letter and make a stamp display board for the project. In your letter, be sure to have a catchy intro, three supporting details, and a strong conclusion. Make your stamp really interesting."</p> <p>Teacher says, "Check over your writing. Do you have a claim, evidence and reasoning? If you are finished, turn in your work."</p>	<p>Teacher states, "Let's look at the expectations for the 'Putting Our Stamp On America' project. Remember that there are two different products you will create – a letter to the CSAC advocating for your topic to become a US postage stamp and display board model of your stamp. First, let's review the writing rubric for the letter portion of the project to be sure everyone understands the expectations." (Students review and give examples). "Now, let's look at the rubric for the stamp display board. Here is a sample of what 'A' work looks like." (Teacher shows class a completed stamp display board).</p> <p>Teacher says, "Now that you have revised our second draft, use the rubric one more time to see where you still need to improve. You will have one more chance to revise before you turn in your work."</p>	<p>Students analyze rubrics supplied by the teacher and suggest additional/modified criteria for the stamp display board design. Student says, "Instead of the current first class postage rate on our display stamps, can we make a 'Forever' stamp instead?"</p> <p>It is evident that the teacher has created opportunities and tools for the students to self-assess their work. One student says, "Wait, let me check the rubric again – I think I may have to work on my reasoning."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher says, "Leave your binder open so I can come around and check that you finished the questions."</p>	<p>Teacher says, "Did everyone hand in their work?" Students nod their heads yes. Teacher says, "Okay, is there anyone who doesn't understand the balance of trade graph?" No students raise their hands. Teacher says, "Great, let's move on."</p>	<p>Teacher circles the room reading student responses and listening to group discourse. Teacher says, "Sam is right. You need to think about which one earns more money: exports or imports? Seth, I would check yours again."</p>	<p>The teacher provides opportunities for students to conference with one another about their work. For example, one student says to another student, "I am not sure if I understood this correctly. China has a better economy right?" The other student replies, "Right, because China exports a lot more than they import, which means they are making more money than they are spending."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher says, "I know you can do a better job on this. Add a little more to it and get it back to me."</p> <p>Student says, "She said I need to do more work on this, but I don't really know what she means."</p>	<p>Teacher says, "Good job, John. I think you caught the gist of what the author meant. Could you get more specifics in your summary of the letter?"</p> <p>Student says, "The teacher said to add some information on the history of Ghana in my paper; I don't really know what kind of information she is looking for."</p>	<p>Teacher says, "I really like the way you found the main idea of the letter that you read, but could you include specific quotes in your paper? Look at the letter, highlight some pertinent quotes, and incorporate them in your response. And while you are at it, try to use more specific language. How can you rephrase taxes on things shipped to the U.S.?"</p> <p>Student says, "Taxes on imported goods?"</p> <p>Teacher says, "Great, now you've got it! Check in with me when you have selected your quotes."</p> <p>Student says, "Okay, I added information about the slave trade in Ghana from a third website like you said. I also checked my quotes to make sure they were accurate."</p>	<p>Teacher says, "Now that you have completed your first draft, I want you to share your paper with your partner to ensure that you are applying CCSS.WHST.6-8.2b and 6-8.2d using details, quotes, and domain specific language."</p> <p>Student 1 says, "I need quotes? I did a good job without them."</p> <p>Teacher says, "I want you to do a great job. Ask your partner to look over your paper to make sure you can get full credit for your summary of the main point of the letter."</p> <p>Student says to another student, "Okay, I think you're right that the last site I used wasn't really reliable. What do you think of the changes I made in my conclusion?"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Student says, "We don't get this." Teacher says, "You are eighth graders, and I know that you know how to do this by now."</p>	<p>Teacher says, "I hear a lot of grumbling out there. What's up?"</p> <p>Student 1 says, "How can we translate Lincoln's speech if it doesn't make any sense. What does 'malice' mean?"</p> <p>Teacher says, "Let's get out the dictionaries and write down and define the words that we don't understand. Then we can move forward."</p>	<p>Students in Group 1 say, "We don't get how to start. Lincoln's second inaugural address makes no sense to us. How can we write it in our own words?"</p> <p>Teacher says to group, "Let's try to break it apart to tackle the problem. Let's use our textbook and Chromebooks to do this. John and Jill, define the words you don't understand, make a list, and share the definitions with the group. Jeff and Judy, find out what was going on in the Civil War when Lincoln said this and share this with the group. Then we can try to tackle the activity again. Let me know if you get stuck."</p>	<p>Teacher says, "Wow, I really expected this lesson to go better. How can this lesson be improved so most of the class doesn't get stuck on this powerful speech?"</p> <p>Student 1 says, "Maybe before we start to read we could get a list of words that most of us don't know to use as a reader guide."</p> <p>Student 2 says, "We could reread the chapter about Sherman and the end of the war for homework before this activity."</p> <p>Student 3 says, "Maybe you could show us a model of another speech that has been rewritten by students so we can understand what you expect."</p> <p>Teacher says, "Thanks, I will add these to my unit notes and apply them when I next teach this unit. You have been really helpful."</p>