

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

## Evidence Guide Illustrative Examples of Art 6-8

*Sample evidence of teacher practice developed by Connecticut educators*



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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*<sup>1</sup> are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

### 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*

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.

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

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

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

**Please note, Connecticut Evidence Guides:**

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

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

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

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

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

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

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

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

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Rapport and positive social interactions</b>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>  There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher says, "Last week we saw some of the images that were hidden in some of Van Gogh's paintings. Today you are going to incorporate into your painting a bit of hidden imagery—a symbol that represents something that is important or valuable to you." As students begin painting, one student insults another by criticizing the symbolic drawing and making rude comments. Teacher does not intervene or correct.	As she circulates, she interrupts two groups as they work. To one of the groups, she says, "Please pause right now so that I can show you a technique that might be helpful." To the other group, she says, "Stop. I need to show you something." At a third table, all students in the group are saying please and thank you as they share their supplies and materials. She notes, "Jeremy, you remembered to say please. Good for you." She does not acknowledge the other students who had used please and thank you in their exchanges.	Teacher models the use of polite language by saying please and thank you. When students use polite language with each other, teacher consistently provides positive reinforcement for their behavior.	As she demonstrates the color mixing technique, some paint splashes on the table. The teacher asks a student, "Could you please hand me a paper towel?" And says thank you when the student did so. As she circulates, she initiates her suggestions with please (e.g., "Please consider..." or "Please remember to..."). Each time she hears students using polite language with each other (there were four during the observation), the teacher consistently notes their words with positive reinforcement such as, "I'm hearing courteous language at this table. Nice!"
	Teacher does not smile once during the lesson. She shakes her head and winces as she looks at one student's work.	Teacher smiles, nods, and gives a thumbs-up to one group as she looks at their work. She visits three other tables, looks at their work and says nothing.	Teacher's voice is modulated; she smiles often. Each time she talks with a student or a group of students, she squats down to their level, looks in their eyes and acknowledges their ideas with nods of agreement or a tilt of a head and a gesture to show she is pondering their information.	Teacher's voice is modulated; she smiles often. Each time she talks with a student or a group of students, she squats down to their level, looks in their eyes and acknowledges their ideas with nods of agreement or a tilt of a head and a gesture to show she is pondering their information.

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	Teacher often calls on the same students even if their hands are not raised. If another student interrupts someone, teacher does not redirect.	To prompt a discussion about a work of art by Van Gogh, the teacher poses a series of questions. Out of the seven questions posed, she calls on the first who raised a hand for seven of the nine questions. For one question, she calls on a student who had not raised a hand. When a student asks, "How come you called on Sarah? She didn't raise her hand," the teacher answers, "I'm trying a new strategy." Four of the students are interrupted by their peers as they answer the teacher's question. The teacher tells one of the "interrupters" to wait his turn, but says nothing to the other three students who had interrupted.	Teacher draws cards randomly from a set of student name cards, and thus consistently calls on a variety of students even if their hands are not raised. When another student interrupts a peer, the teacher politely asks the person to wait her turn.	Students take turns speaking during discourse. They wait until a speaker is finished before they enter into the conversation. At one table, a student says to a peer, "Wait a minute, we haven't heard from Jessie yet."

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	Teacher asks, "What is a fish doing in the sky?" When the student starts to tell the teacher about his interest in fishing, the teacher says, "I hate fishing. It's so boring."	Teacher circulates among tables, asking one or two students at each table about their symbols. Teacher announces to the class, "Some of you are incorporating some interesting symbols into your work."	Teacher circulates among tables, asking each student about their symbols. Teacher says to one student, "I see you've incorporated a fish into your sky as a symbol. Tell me a bit about why you've chosen a symbol of a fish." The student tells the teacher about fishing with his dad and how the fish sometimes jump so high, they seem to fly. The teacher says, "I'll bet you look forward to those special times with your dad. I look forward to seeing your completed painting."	At one table, students are looking at a photo of a scene from India. They ask the student who brought in the photo to "tell about the way people live over there." His peers continue to ask questions of the student as he tells them about life in India. Other students begin sharing their family cultures and traditions.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Respect for student diversity</b>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>  Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<b>SAMPLE EVIDENCE</b>				
	There are two posters in the room, both of which are portraits of famous Americans.  As students are working, one student calls out to a girl at the next table, "Don't you ever take that scarf off your head? It's ugly." The teacher says nothing about the comment.	On the bulletin board are pinned posters of portraits of famous men and women in history. All but one are of Europeans or Americans. One poster is of Wanli, 14th emperor of the Ming dynasty. A library and/or access to a computer allow students access to other artworks.  Students were asked to bring in images (e.g., photos, pictures from magazines) of scenes or landscapes that they would like to use for a sketching assignment. Three of the students who are ELL have brought in pictures of their native lands (Brazil, Lebanon, and India). She calls on the class to hold up their pictures so everyone can see everyone else's picture. Teacher says, "Eduardo is that a picture of Brazil?" She does not recognize the pictures of Lebanon and India.	Posters around the room show art from different cultures and stylistic periods. A library and/or access to a computer allow students access to a wide range of diverse artworks for student use.  Teacher says, "Last week we saw some of the images that were hidden in some of Van Gogh's paintings and we explored his technique of arranging colors in complementary and simultaneous contrast. Today you are going to incorporate that technique into your painting as well as a bit of hidden imagery—a symbol that represents something that is important or valuable to you." Before you start your work, talk for three minutes at your tables to brainstorm your ideas for the symbol you will choose."	Teacher permits students to present their visual representation from their own culture or ancestry. Posters around the room show art from different cultures and stylistic periods. A library and/or access to a computer allow students access to a wide range of diverse artworks for student use.  Teacher says, "Sometimes it's challenging to come up with a symbol. Before you start your work, talk for three minutes at your tables to interview each other about your interests, the people you care about—what matters to you. Then help each other brainstorm ideas for the symbols you will use." Students work in groups, asking each other questions about interests, the people/things they care about, etc.

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	Teacher provides the entire class five symbols to use for the project. Each student is told that they must use these symbols only.	Teacher provides a list of five different symbols that students can use in their paintings. Teacher explains the meaning of each symbol and allows students to choose the one that means the most to them. One student asks, "Can we make up a symbol if none of these work for us?" The teacher says yes to several students and no to others.	Teacher says, "Sometimes it's challenging to come up with a symbol. Before you start your work, talk for three minutes at your table to brainstorm ideas for the symbols you will use." Students work in groups, asking each other questions about their interests, the people/things they care about, etc. At one table, a student from Lebanon is describing the ways in which his life differed from the way he lives in the U.S. At another table, a student from Brazil is talking about the importance of soccer. The other students at both tables are leaning in and asking questions about life in these other countries.	"Teacher says, "Last week we saw some of the images that were hidden in some of Van Gogh's paintings and we explored some of his stylistic techniques. Today you are going to incorporate into your artwork a bit of hidden imagery—a symbol that represents something that is important or valuable to you."  Teacher provides a menu of options that offers students choices about the medium/style they can work in to produce their own Van Gogh or they can create their own.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Environment supportive of intellectual risk-taking</b>	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>SAMPLE EVIDENCE</b>				
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>When one student answers a question incorrectly, the other students laugh and say, "That's lame." The teacher does not correct or respond.</p> <p>The teacher asks, "How do you know this is a landscape and not a scene?" Students do not respond. Teacher says, "I'm going to wait until one student gives the right answer."</p>	<p>When one student answers a question incorrectly, the other students laugh and the teacher says, "It's OK. We all make mistakes sometimes." The teacher moves on with the lesson.</p> <p>The teacher asks, "How do you know this is a landscape and not a scene?" The same four students who have answered all the other questions raise their hands.</p>	<p>When one student answers incorrectly, the teacher says, "Well, let's think about that for a minute. I can see why you would say that, but is there another way that we could interpret the artwork?"</p> <p>The teacher asks, "How do you know this is a landscape and not a scene?" Fourteen of the 18 students raise their hands to participate.</p>	<p>When one student answers incorrectly, another student says, "Sam, I think that the painting is an example of a landscape and not a scene. I can see why you said that, but a scene is when people are participating in an activity." The other student responds, "Thanks for the clarification."</p> <p>Student says, "I don't think there's a difference between a landscape and a scene. They both have horizon lines." Another student points out the examples and explains, "A scene is where there are people participating in an activity. This is a scene. Look, there are people in it. This would be a landscape if there were no people playing croquet on the field."</p>

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>  Creates opportunities for students to set high goals and take responsibility for their own learning.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher says, "This is going to be hard. Just try your best."	Teacher says to class, "Some of you may find this challenging and may need help. Just raise your hand and I'll come over."	Teacher says, "You can do this. We worked together in our sketchbook to figure this out before. Let's work together. What is the first step?" Student says, "First we draw the horizon line."	Student says, "I remember I had a problem drawing my parallel lines before. I think I'll use a ruler this time."
	Teacher says, "Great job. You got your work done."	Teacher says, "Some of you may grow up to be artists. It's important that you improve this technique because it's a critical/important skill that most artists use."	Teacher says, "We're all artists. We need to continue practicing these techniques to become better at them. If you apply these techniques, your artwork will be more successful. Remember, art is everywhere. It's a form of communication. The better your art work, the better your audience will understand what you are trying to say."	As students are working, they are talking about how the technique they are practicing is used in careers. One student says, "My dad is an architect. I see him doing this all the time." Another student says, "My dad is a carpenter and I saw him draw an example of the cabinets he was going to install."
	Students do not reflect on their project upon completion and take their work home.	At the end of the lesson, teacher says, "Put this work in your portfolios. I'll collect your portfolios. At the end of the year, I'll hand back your portfolios and you'll be able to see how you've improved."	Teacher says, "Take out your portfolios. Pull out a piece of work that you did at the beginning of the year and compare it to the work that you just completed. Think about the techniques we have learned [points to the posted list of techniques] so far this year. What improvements have you made?" She then directs students to write a reflection about their improvements.	As students are examining their portfolio work, a student looks at the list of techniques the teacher has taught so far this year. Student says, "I've gotten really good at cross-hatching, but I still am not so good at stippling. I'm going to set stippling as my goal for improvement."

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR teacher seamlessly responds to misbehavior without any loss of instructional time.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher calls for students' attention and students continue talking. After 12 minutes, when two students are still whispering to each other and the others are quiet, the teacher begins the lesson.	Rules for classroom behavior are posted but not restated in the lesson. Teacher corrects behavior with one group who has not yet gotten materials, but does not correct behavior of students who are talking out.	Teacher restates expectations for classroom behavior at the beginning of each lesson. In addition, the classroom has clearly posted rules, students and parents have received classroom contract that explains expectations for student behavior, and website has classroom rules and expectations posted.	Students get materials and get to work without prompting. One student says to another student in the group, "Please be quiet and obey the class rules. It is respectful to be a good listener."
	Some students in the class are working and others are getting up and going over to their friends and talking. Students who are working stop to listen to the conversations. Teacher talks above the noise, and says, "Be quiet!" Students do not comply.	Teacher says, "OK everybody, time to get to work. Let's get our materials." Most students comply, but she does not follow up with students who were talking while she was speaking. They continue talking to each other.	As students enter the classroom, they follow pre-established routines (e.g., they get their materials and go directly to their pre-assigned tables). Teacher repeats positive statement of praise for students as they get their materials. One student is off task and the teacher points to posted classroom rules. During the lesson teacher provides positive verbal feedback for appropriate and exemplary behavior. Teacher uses body language and hand cues that cue the class to be quiet or redirect a student that is off task.	Students are talking quietly among themselves about the work. At one table, a student asks another, "Christopher, what are you thinking? We haven't heard from you yet."

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR teacher seamlessly responds to misbehavior without any loss of instructional time.
	Students are getting up from their tables and going over to talk to their friends across the room. They are frequently off task. Teacher is working with only one table and seems unaware of the behavior of the other students and its effect on classroom learning.	Teacher addresses one group to stay on task and begin the project and does not address or correct the other two groups talking and off-task.	Teacher is always polite and patient. Teacher provides time during initiation to model behavior that is lesson specific. Teacher asks the students, "Let's take a moment to think about how our classroom rules can be applied to this lesson. Can someone give me an example of respectful, responsible, and safe behavior during this lesson?"	When cleanup time is called they work together to put materials away and collate the group's work.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Promoting social competence and responsible behavior</b>  <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	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	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>  Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies <sup>5</sup> and social skills and take responsibility for their actions.
<b>SAMPLE EVIDENCE</b>				
	Students sit where they want. Teacher says, "Work on your art critique quietly. As the noise level rises, teacher says, "Quiet down and get back to work!"	Teacher does not provide positive examples of what students should say to each other when they disagree. Teacher says, "Don't say that is dumb when someone says something you don't like. You should know better than that."	Throughout the class, teacher models examples of appropriate behavior, referring back to initial discussion, classroom, and school rules. Teacher sits with a group of students and says, "I like how each of you is taking turns listening to each other's ideas." She moves and sits with another group, and says, "It seems like one person is doing all the work. How can each of you take turns so that the art critique will be a group effort?"	Students work out a system and rotate who reads the guiding questions out loud to the group.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Promoting social competence and responsible behavior</b>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies <sup>5</sup> and social skills and take responsibility for their actions.
	When the class settles down to work, teacher sits at her desk to take a minute to go on the computer. As she is working at her computer, a number of students get up and start talking to their friends at another table. Teacher remains at her computer.	Teacher praises one student for coming in quietly and presenting a late pass, but does not acknowledge when another student comes in just as respectfully.	Teacher acknowledges appropriate and exemplary student behavior verbally during the class period. As she sits with each group, she takes the time to notice how each student is working toward the goal and gives feedback by saying to one student, "Terrific job organizing the questions for the group." To another student she says, "Great job taking the lead and doing the writing." To another student she notices that he or she is struggling and starting to get off task and says, "Let's look at what you've started. Did you get a chance to write the question down to start your answer? Why don't you do that to start?" At closure, teacher identifies students who used the classroom behavioral expectations in a positive way to be more productive in their project.	As students are sharing answers in their groups, one student suggests, "I have an idea. Let's take turns going around the table answering each question." Another student says, "OK if I go first?"

## 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.<sup>6</sup>

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Routines and transitions appropriate to needs of students</b>	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<p>Teacher signals for students to move to their tables. This takes approximately 45 seconds. Teacher distributes all materials. Everyone is working within six minutes.</p> <p>Teacher says, "It is time to clean up your paint supplies." Students begin to argue over who will perform each task. (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule. Teacher does not share information with students. Teacher becomes flustered and announces to students, "Cafeteria staff has ruined our schedule again. Find something to do until I tell you when it's time for lunch."</p>	<p>Teacher signals for students to move to their tables. This takes approximately 45 seconds. Students argue over roles at the table. Materials are laid out and everyone is working within two minutes.</p> <p>Teacher says, "It is time to clean up your paint supplies." Teacher has to remind students of their roles. (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule. Teacher says, "I would like everyone to choose a book from the in-class art library and enjoy some quiet reading time until it is time to go to the cafeteria." Students are wondering why they are reading instead of working on their painting project.</p>	<p>Teacher signals for students to move to their tables. This takes approximately 45 seconds. Students have pre-established roles at the table. Materials are laid out and everyone is working by 1.5 minutes.</p> <p>Teacher says, "It is time to clean up your paint supplies." Each student at a table of four performs various cleanup tasks (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables).</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule and announces to students, "Since there is a change in our lunch schedule, I would like everyone to choose a book from the in-class art library and enjoy some quiet reading time until it is time to go to the cafeteria. You may share with a friend as long as you do so quietly. Any questions?"</p>	<p>Without prompting, students gather supplies and begin working. Students remind each other of the process as they work and remain on task until the end of class.</p> <p>Students are mindful of time and anticipate clean up on their own. Each student at a table of four performs various clean up tasks. (i.e., collecting artwork to drying rack, collecting palettes and brushes, collecting water cups and wiping tables)</p> <p>Teacher receives a telephone call indicating a change to the lunch schedule and announces to students, "Since there is a change in our lunch schedule, you may choose whether to spend a little time working on your projects or, if you prefer, you may choose a book from the in-class art library and spend time reading until it's time for lunch. Any questions?"</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.**

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Content of lesson plan is aligned with standards</b>	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>  Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher lists all the visual arts standards in the lesson plan (i.e., does not identify art standards specific to lesson).  Lesson objective is to complete a color wheel planning sheet based on the teacher's model.	Some of the visual arts standards listed in the plan support the content of the lesson, but others standards listed are not addressed in the lesson content.  Lesson objective is to complete a color wheel planning sheet based on the teacher's model. Teacher has selected and assigned emotions to colors. Students will follow teacher's lead to create their artwork.	Teacher has identified the specific visual arts standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards.  Lesson objective is to create a color wheel using teacher's model. Students will select and assign emotions to colors. Students will apply knowledge to create an expressive piece that conveys a particular emotion.	The teacher has selected the visual arts standards for the lesson content based on the students' needs; all lesson activities and planned assessments reference and are aligned to the specific standards.  Lesson objective is to create a color wheel based on the teacher's model. Students will select and assign emotions to colors based on personal experience and knowledge. Students will apply knowledge to create an expressive piece that conveys chosen emotion. Students will be allowed to choose how to explain their connection between color and emotions via poetry, essay, critique, technology, etc.

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</b>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
<b>SAMPLE EVIDENCE</b>				
	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . Teacher will identify and describe the image for the students. Students will then list subject matter and colors used to convey emotion.  As part of a series of lessons on color theory, teacher plans for students to create a portrait of a generic person based on teacher direction.	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . Students will verbally analyze the image based on teacher's specific prompts (e.g., teacher will ask students to explain where the artist creates contrast in the work through the use of color). Students will create a painting based on the teacher's selected emotion for the class.  As part of series of lessons on color theory, teacher chooses color schemes and subject matter for students to use for their painting (e.g., students will create a self-portrait, using only cool colors).	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . Students will verbally interpret the image in terms of emotion, mood, color, and content. Students will create an expressive painting using the ideas explored in the response activity.  As part of a series of lessons on color theory, teacher plans for students to investigate subject matter and color based on prior knowledge acquisition. Students will view various artist exemplars and experiment with color schemes to be used in their expressive painting (e.g., students will create a self-portrait using color as a means of expression).	Teacher plans for students to view Van Gogh's <i>Café Terrace at Night</i> . Students will share with their classmates and verbally evaluate the image in terms of emotion, mood, color, and content (e.g., students will be able to justify their interpretation based on prior knowledge and experience). Students will create an expressive painting using the ideas synthesized in the response activity.  As part of a series of lessons on color theory, teacher plans for students to independently research various artist exemplars and experiment with color schemes to be used in their expressive painting (e.g., in addition to creating a self-portrait students will produce studies on individual facial features).

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</b>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</b>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<b>SAMPLE EVIDENCE</b>				
	Lesson is planned based on previous year's curricular activities and past art assignments. In her lesson plan book, teacher has affixed a sticky note dated from the prior year. Note states: "Lots of confusion. Try this activity later in the year!" The date on this year's lesson plan is six weeks later in the year than the date on the sticky note.  Teacher plans to demonstrate an art-making technique.	Lesson is planned based on previous year's curricular activities and past art assignments. In addition, lesson plan book includes teacher's "note-to-self" to be sure to remind students to clean brushes off before they start a new mix, and references the lesson date from prior month when she demonstrated the procedure.  Teacher plans for the whole class to work with the basics of a particular media process.	Lesson is planned based on prior assessment data, current formative assessments and observation of student needs.  Teacher plans for one group to work with the basics of a particular media, while another group will explore the more advanced aspects of the process.	Teacher plans for students to use their success criteria to reflect on their progress and determine next steps.  Teacher will provide choices to groups after they research/explore specific art-media techniques. Groups will then select the process of their choice.

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher will provide a vocabulary matching worksheet for students to complete.</p> <p>Teacher plans to have students copy vocabulary and definitions off the white board.</p> <p>Teacher plans to read aloud from an article on Van Gogh's "light color" period. Students will follow along as she reads, underlining the words she has listed on the whiteboard as "art vocabulary."</p>	<p>Teacher plans to provide students with a list of art vocabulary and definitions prior to starting a new project.</p> <p>Teacher plans a vocabulary sorting activity based on elements, principles and/or techniques.</p> <p>Teacher plans to provide students with a task of determining the meaning of art vocabulary within a passage or visual reference using a glossary or dictionary.</p>	<p>Teacher plans for students to read an art-related passage to determine the meaning of the art vocabulary words.</p> <p>Teacher plans for students to use art vocabulary from the class' "Essential Art Vocabulary" list during their discourse. Each student will work with a deck of vocabulary cards. Whenever a student uses one of his or her vocabulary words, he or she will pull out that vocabulary card and place it in a pile. Students will review the cards at the end of the discussion.</p> <p>Teacher plans to provide students with a task of determining the meaning of art vocabulary within a complex passage or visual reference.</p>	<p>Teacher plans for students to select an art-related passage to determine the meaning of the art vocabulary words. Students are to use the vocabulary in a paragraph.</p> <p>Teacher plans to allow students to write instructions and/or descriptions for a particular process using appropriate art vocabulary.</p> <p>Teacher plans for students to propose activities that illustrate the meaning of art vocabulary within a complex passage or visual reference.</p>

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions cognitively engage students</b>	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher plans to introduce a single piece of art and will ask, "What do you see?"</p> <p>Teacher plans to ask students to write what they like about the artist's work.</p>	<p>Teacher plans to introduce a few different pieces of art by different artists and will ask the same questions about each piece: "What elements of art do you see?" "What is the artist trying to say?" "Why do you like or dislike this painting?"</p> <p>Teacher plans to follow up the initial question with the questions, "What is the difference between each artist's styles?"</p>	<p>Teacher plans to introduce four different genres (landscape, still life, abstract, portrait) by the following artists: Edward Hopper, Vincent Van Gogh, Pablo Picasso, Frida Kahlo and will ask students to describe, analyze, interpret, and judge the work using guided questions such as, "How does the artist use the elements of art to communicate his or her idea? What is the mood in the work? What did the artist do to create that mood?"</p> <p>Teacher plans to follow up initial questions with a task in which students are charged with comparing and contrasting how the different artists create mood.</p>	<p>Teacher plans to have students generate questions related to the four different genres. A whole-class discussion is planned during which students will evaluate the quality of their questions, as well as generate answers to them.</p> <p>Teacher plans for students to generate questions that will help the viewing audience understand each work.</p>

*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.*

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>SAMPLE EVIDENCE</b>				
<b>Instructional resources and flexible groupings support cognitive engagement and new learning.</b>  <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
	Teacher plans to allow students to sit where they want in the classroom.  Teacher plans to prepare one visual per group with which to work.	Teacher plans to have students count off 1-4. All students do the same lesson.  Teacher plans to prepare a variety of visuals in various genres. Teacher plans to ensure that the visuals are related to subject matter that has been taught in his or her art class.	Teacher plans to assign groups based on the needs of the class (e.g., fine motor skills, gross motor skills, behavioral, ELL, social, etc.).  Teacher plans to prepare a variety of visuals in various genres specific to the needs of each group (e.g., small replica of exemplar work with labels is provided for groups). Teacher plans to ensure that the visuals are related to other subject matter.	Teacher plans to assign a subject area to each group to find the connection to the artwork (e.g., mathematics, social studies, science, etc.).  Teacher plans for students to select a genre, and then plans the following task: "Within the subject area that you chose, locate an example of a work of art that represents your genre. You will use your own example as a model for a work that you will create. Choose wisely!"

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher says, "Draw a landscape." No other information is provided.</p> <p>Teacher plans to require that students write a paper a minimum of one page in length.</p> <p>Teacher plans to collect papers at the end of class.</p>	<p>Teacher will plan a step-by-step lesson.</p> <p>Teacher will present the rubric at the end of the lesson, after they have handed in their papers, to show students how their writing will be evaluated.</p> <p>Teacher plans to direct students to rate their own writing before they hand in their papers. Teacher will direct them to, "evaluate their own papers on a scale of 1 to 10; 10 being the highest." Teacher plans to collect the students' papers and then share the rubric with them.</p>	<p>Teacher plans task in which students will select one piece of art introduced from the previous lesson and, in writing, describe, analyze, critique and judge the work. The teacher has identified key academic and art-specific vocabulary that must be used, as well as key concepts that should be included in their writing.</p> <p>Teacher plans to distribute written rubrics at the beginning of the lesson. Teacher plans to review the rubrics with them. He or she plans time for a brief "clarifying" discussion in which students will be asked to paraphrase some of the rubrics. The teacher will address any lingering questions about the rubric at that time.</p> <p>Teacher plans time at the end of the lesson for students to use the rubric to assess their own written work and write a statement about one thing they can do to improve.</p>	<p>Teachers and students generate a list of "must-have" vocabulary terms to include in the writing, as well as concepts that should be addressed.</p> <p>Teacher plans to work with students to develop a detailed rubric where an example of each criteria is identified.</p> <p>While students work, teacher plans to ask students, "What's working and what's not working for you in this written response assignment right now?" Teacher will prompt the students to analyze and revise their own work. At the end of the lesson, students will set goals for their next steps.</p>

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Ongoing assessment of student learning</b>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<b>SAMPLE EVIDENCE</b>				
	Teacher plans to use a post test for summative information. Summative assessment is multiple choice and matching test on topics addressed throughout unit.	Teacher plans to use formative assessments with limited connection to the lesson objectives. Teacher has some criteria for grading.	Teacher plans to implement formative assessments through the use of appropriate questions specific to the lesson, group discussion for review, turn and talk, activity for understanding (e.g., specific to elements and principles of design), interactive games, monitoring of knowledge through their artwork, and exit questions.	Teacher plants to use a self-assessment rubric for student reflection comparing and contrasting student's artwork with lesson exemplars.

*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.*

### 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>
<b>Instructional purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher begins lesson with, "Let's look at this painting by Van Gogh" (without presenting further specifics of the goal and focus of the lesson).	Teacher says, "Today we are going to look at an artist's work that focuses on color scheme and emotion." [Use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas (Content standard 2).]	Teacher says, "Yesterday, we looked at color schemes. Today, we're going to look at an artist's work that focuses on color scheme and emotion." [Use ways of arranging visual characteristic and reflect upon what makes them effective in conveying ideas; recognize and reflect on the effects of arranging visual characteristics in their own and others work (Content standard 2).]	Teacher says, "Yesterday, we looked at color schemes. Today, we're going to look at an artist's work that focuses on color scheme and emotion. In this painting, I would like you to think about how the artist uses the element of color to communicate ideas." Students share their ideas in peer groups. [Use ways of arranging visual characteristic and reflect upon what makes them effective in conveying ideas; recognize and reflect on the effects of arranging visual characteristics in their own and others work; and select and use elements of art and principles of design to improve communication of their ideas (Content standard 2).]
	Teacher says, "All artists only use color to express feelings and emotions."	Teacher says, "All artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent."	Teacher says, "Some artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent."	Teacher says, "Some artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent." Teacher instructs students to prepare presentations to the class to explain how the artist used color to express feelings and emotions.

### 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>
<b>Content accuracy</b>  <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
SAMPLE EVIDENCE				
	Teacher says, "All artists only use color to express feelings and emotions."	Teacher says, "All artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent."	Teacher says, "Some artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent."	Teacher says, "Some artists use color to express feelings and emotions. Look for areas in the work where color is used with this intent." Teacher instructs students to prepare presentations to the class to explain how the artist used color to express feelings and emotions.

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content progression and level of challenge</b>	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
<b>SAMPLE EVIDENCE</b>				
	Students generate a personal list of color choices they might use to express their moods and emotions.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions. Teacher only addresses individual students who seek assistance.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions and are directed to question each other about the validity of their choices, thereby defending their choices. Teacher facilitates by checking each group and offering assistance as needed through guided questioning.	Students work in groups looking at various examples of artwork created by established artists to generate a list of color choices used to create mood and emotion. Students then generate a personal list of color choices they might use to express their moods and emotions, and are directed to question each other on the validity of their choices, thereby defending their choices. Teacher facilitates by checking each group and offering assistance as needed through guided questioning. As a next step, students are asked to write a persuasive essay defending their perceptions about color.

*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.*

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher says, "We are going to compose a journal entry as if we were Van Gogh. Please use art vocabulary in your entries." Student says, "What art vocabulary?" Teacher says, "Don't you remember the ones we went over six months ago on the first day of school?" Then teacher walks away.	Teacher says, "We are going to compose journal entries as if we were Van Gogh during the time he was creating this painting. Please use three or more vocabulary words from this list of definitions in your entries."	Teacher says, "Let's review the list of elements and principles of art. We are going to compose journal entries as if we were Van Gogh writing during the time he was creating this painting. Journals are often used by creative people as a method to reflect on and develop ideas. Please use three or more vocabulary words from last week's lesson in your entries."	After completing their journal entries, students exchange their journals, read and edit each other's work.

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Strategies, tasks and questions</b>	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i>  Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher asks a variety of descriptive questions that require students to describe what they see in the painting and recall, which could include the following: "What colors do you see?"	Teacher asks a variety of analytical questions, which could include the following: "What color schemes did the artist use? How does the artist's choice of color convey emphasis?" Task: Students list the elements and principles they can identify in the artwork.	Teacher asks a variety of interpretive and higher order questions, which could include the following: "Why do you think the artist chose these colors? How does the artist's choice of color convey his or her mood or feeling? What other colors could the artist have chosen to create a different mood or feeling?" Task: Students are then asked to create a cartoon of the image using a completely different color scheme. Next they write about results, comparing one to the other and share out.	Additionally, in a group students generate these questions about the effectiveness of using color to communicate. "How might this painting have influenced subsequent artists? Based on the artist's use of color, do you think he or she was successful in communicating their intent?"
	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion." Teacher demonstrates step-by-step directions as students observe. Students then attempt to reproduce the teacher's directions.	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion. Today, you are going to sketch and use cool colors in your artwork."	Teacher states, "For the past few lessons, we have been discussing how artists use color to express emotion. Today, you are going to sketch and plan your color schemes and explain how they will be used in your artwork and share out."	Students independently consult online resources to find out additional information that will aid in the development of sketches and color schemes and present findings to class.

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional resources and flexible groupings</b>	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<b>SAMPLE EVIDENCE</b>				
	Teacher consistently places students in the same homogeneous groups to play the “Logo Game.” Students are given minimal directions, do not take turns, and chaos ensues.	Teacher arranges students in groups and notes that they have been discussing the use of color in recognizable logos. Teacher presents the “Logo Game” and students take turns identifying popular logos. Students explain the color schemes represented in the logos and how they capture attention.	Teacher arranges students in heterogeneous groups and notes that they have been discussing the use of color in recognizable logos. Teacher presents the “Logo Game” and students take turns identifying popular logos. Students explain the color schemes represented in the logos and how they capture attention. Teacher directs students to work in small groups to brainstorm ideas for personal logos.	Teacher allows students to select their own partners to research logos in order to create their own version of the “Logo Game.” Students play each other’s games.
	Teacher says, “Find a seat. At each table, I’ve put an artwork reproduction. I will explain what you need to do with this during class. Pay attention because at the end I’ll be asking questions about the artwork. I want you to work on your own, so there shouldn’t be any talking.”	Teacher prompts students to count off by fours and group themselves by number. The task is for students to complete the art critique form. Teacher says, “Do your own work, but you can ask each other questions if you need to.”	Teacher arranges students in heterogeneous groups and says to students, “You have been making connections about how the work of each artist reflects an understanding of history, math or science in a specific way. Now I would like each of you to make a sketch that shows this connection and explain it to your group.”	Students have been assigned to come up with a creative way to communicate the art critique to the class. One group decides to develop a Pictionary game to explain their ideas to the class. Another group decides to do a skit. A third group decides to make a poster that includes all the features of their artist’s work.

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Student responsibility and independence</b>	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Teacher lectures on the process of art critique for 20 minutes, referring to a posted piece of art. Teacher writes four questions on the board: What is the title of the artwork? What do you see in this artwork? What kind of a painting is it? What do you like or dislike about this work? Teacher distributes ruled paper, and says, "Write your answers on your paper and hand it into the basket when you are finished. I want you to work on your own, so there shouldn't be any talking."	Teacher says, "Each of you has the art critique form in front of you. Follow along as I show you how to complete each part." Teacher models a description, and then provides seven minutes for students to complete their own. She then models each of the remaining components and allows seven minutes after each modeling for students to complete the section independently. Teacher collects completed sheets at the end of class. Students who are not finished at the end of the class are told to complete the sheet for homework.	Teacher says, "Each person in the group needs to take on a different task: describe, analyze, interpret, or judge the work of art. After each person completes his or her section, discuss together as a group to generate a complete critique. When your group has finished your critique, clip it to the work of art that you critiqued. Be sure all of you have recorded your names on the paper." You will present these findings to the class."	One student in a group suggests, "Can we make this into a skit? Each person in the group needs to take on a different task: director, script writer, costumer, and set." Teacher encourages the idea. The group decides to write a short skit with the artist as the main character. One student says, "We can use the art critique process, using the artist voice to imagine what the artist is thinking as he or she paints the painting."

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
<b>SAMPLE EVIDENCE</b>				
	<p>Two minutes before the end of class, teacher announces, "Finish your final sentences. Make sure you have your name on your paper before you hand it in."</p> <p>Students hand in their work and the teacher checks off their names in the "completed" column of her grade book.</p>	<p>Teacher says, "Before you hand in your paper, score your paper on a scale of 1 to 10. Your 10 means, 'I did a fabulous job.' When I return your papers to you, you'll see the rubric I use to grade them."</p> <p>One student asks another, "What did you put?" The student answers, "I put a 10, of course." First student asks, "How did you know what to put?" Second student shrugs and answers, "I didn't. I just guessed. We haven't done this before. It doesn't matter; she's going to grade us her own way no matter what."</p>	<p>Teacher states, "Before you begin in groups, let's review the rubric that shows the criteria for success. You'll see it has five criteria. Each of you is responsible for writing a complete sentence that explains how you met each of the five criteria. Use the rubric to guide the expectations of this project."</p> <p>Teacher says, "I have scheduled two classes for you to work in groups. During this class, I will ring the chimes every fifteen minutes. At that time, in your groups, each person should rate his/her own progress, and then report their self-ratings to the group." After the teacher rings the first chimes, students pull out their rating sheets and begin quietly sharing their ratings with each other.</p>	<p>Teacher says, "When you critique an author's work, what are the criteria of effective writing that you use?" Students generate a list of specifics that describe an effective literary critique. Students post their lists and examine each list. One student suggests that they work together to make one class list that will work for art critique and share with other classes.</p> <p>Without prompting from the teacher, students use their class-generated rubric to assess their own writing, and to identify goals for self-improvement and share findings with their partner.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Ongoing assessment of student learning</b>	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<b>SAMPLE EVIDENCE</b>				
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Ten minutes before the end of the class, teacher asks, "How many of you are still not finished?" She reminds students that they need to finish the writing before the end of the class.	Teacher brings class to attention and says, "Let's see how we did. Who would like to read their description of a work of art to the class? After one student has volunteered, she says thank you. She then repeats this procedure with each of the remaining components of the art critique. At the end of this review, she asks, "Does anyone have any questions?"	Teacher circulates among the groups. Teacher visits each table, sitting at the table first to observe students at work. Teacher then asks questions to check understanding and provides assistance and support as needed.	Students pair up and each takes a turn reading a section of his or her own critique to the partner. Partners use the rubric as a reference to provide specific feedback about the quality of the writing. Students discuss and identify one or two elements to address that will improve the writing and record their assessment in their personal art journal.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Feedback to students</b>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<b>SAMPLE EVIDENCE</b>				
	As students work, teacher prompts students to “stop talking and keep working.”  Student says, “I think I’m done.” Teacher says, “Go back and re-read what you wrote to be sure.” Student looks puzzled and says, “I did” and hands in his paper.	As teacher circulates, she notices three groups that are referring to the vocabulary worksheet. She comments to each, “Good, you’re using your vocabulary sheet.”  One student says to another, “I can only use a couple of these words in my answers.” The other student responds, “Me too. We didn’t learn them at all in class.”	As teacher works with individual groups, she pauses to say to one group, “I notice that you are using the art vocabulary worksheet as a reference tool to improve the quality of the detail in your critique. Take a look at your sentences and make sure they answer the guiding questions accurately and completely. Nice job with this task.”  Student says, “I checked off different vocabulary terms on the sheet and double checked my guiding questions to make sure I answered them all.” Students work in pairs and discuss findings.	Student says, “In our skit script, we imagined what the artist was thinking about when he created his or her painting. Did we include enough dialogue that uses specific art vocabulary that elaborates the artistic process and convince the rest of the class that we know what the artist was thinking?” Students conclude with a reflective essay in the art journals.  Student says, “I added specific facts about the artist’s life and included aspects of the way he or she painted to add detail to my skit.” Skit is performed for different classes.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional adjustments</b>	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<b>SAMPLE EVIDENCE</b>				
	After the teacher has written the four questions on the board, over half the students raise their hands. Teacher calls on one of the students, who asks, "What does 'What do you see?' mean?" Several other students say, "Yeah, I don't get that." Another student calls out, "What do you want us to write?" Teacher says, "Just do the best you can."	After teacher asks, "Are there any questions?" no students raise their hands. Teacher says, "Great. So now you're ready to critique your own work."	Students begin to write. One student in a group says, "I don't know how to start." Teacher calls for the class's attention and reminds the student to start by restating the question in their answer. Teacher quickly models on the whiteboard. Teacher checks for understanding and students return to their writing.	Teacher asks, "Is writing the script helping you critique the art?" Student says, "Yes. I can put myself in the artist's place and it makes it easier for me to figure it out." Teacher says, "Thanks, I will suggest this idea to my next class."

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