

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

**Evidence Guide  
Illustrative Examples of Social Studies 9-12**

*Sample evidence of teacher practice developed by Connecticut educators*



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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# Connecticut Evidence Guides

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

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

Observation of educator performance and practice plays a critical role in

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

### Who can use the CT Evidence Guides?

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

### How can the CT Evidence Guides be used?

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

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

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

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

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

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

**Please note, Connecticut Evidence Guides:**

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

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

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

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

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

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Rapport and positive social interactions</b>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>While preparing to investigate the purpose of the Preamble to the Constitution, Jessica volunteers to read aloud. Another student says in front of the whole class, "Oh no, not Jessica, I can't understand anything she says with her accent." The teacher does not respond to the student's comment.</p> <p>The teacher sits at the desk working on his or her computer inattentive to the class while students independently complete a political cartoon analysis worksheet on the public perceptions of Congress. Teacher does not notice that Devin has had his hand up for several minutes to ask a clarification question.</p>	<p>While investigating the purpose of the Preamble to the Constitution one student says to another student, "Why did you volunteer to read, Brandon, you don't know any of the words in the preamble?" The teacher responds, "We don't speak to our classmates that way. I am happy to have any volunteers to read." Later, when another student says to Sarah, "You are just as bad as Brandon," the teacher does not respond to the comment.</p> <p>The teacher sits at the desk working on his or her computer, occasionally getting up to respond to student questions. As the students draw conclusions based on evidence within their political cartoon, Rachel raises her hand to ask a clarification question about an object in her cartoon. The teacher travels to Rachel's desk to answer her question. When David approaches the teacher at the desk with a question, the teacher motions no to David and says, "Return to your seat and I will help you in a few minutes, I am busy right now."</p>	<p>While investigating the purpose of the Preamble to the Constitution, Steven comments on another students' statement, "That's a good point John. I hadn't thought of that. I also think that 'promoting general welfare' could mean building hospitals as well." The teacher says, "That's a great point Steven, I like how you listened to John's comment and then built off it."</p> <p>The teacher walks around the classroom and quickly responds to students who need assistance as they draw conclusions from the evidence within their political cartoons. While working with one student, another student raises his hand. The teacher responds, "Dan, I will be right there as soon as I am finished speaking with Jackie."</p>	<p>While a student reads the Preamble to the Constitution to the rest of the class, a student says to another student, "Please stop talking Amanda, Kelly is reading the excerpt. She is doing a good job." Amanda apologizes for interrupting and quietly reads along indicating that the teacher has established a positive rapport between students.</p> <p>As students share their conclusions and indicate what evidence they used from their assigned political cartoons, it is evident that the teacher has created a positive learning environment where students are attentive and respectful to the teacher and their peers. One student comments on another student's conclusion stating, "Alex that was a great piece of evidence, I had the same cartoon and didn't even see that. It completely changed my view of the cartoon"</p>

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Rapport and positive social interactions</b>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently 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>The teacher called on Lena three times in a row and then called on Patrick twice during a whole class discussion on the reasons for the Roman empire's collapse.</p> <p>When presenting the details of their spring research paper assignment, the teacher says, "Choose any topic for your paper. I don't care what you write about."</p>	<p>During a whole class discussion on the reasons for the Roman empire's collapse, Lena shouts out the answer three times in a row. The teacher responds, "Lena, I appreciate your enthusiasm but would like to hear from other students in the class". After several students respond, Lena begins to call out answers again. The teacher does not respond.</p> <p>When presenting the details of their spring research paper assignment, the teacher presents students with a survey of possible topics for their papers. However, the teacher only allows some students to choose their topic while assigning topics to the remaining students regardless of their interest.</p>	<p>During a whole class discussion on the reasons for the Roman empire's collapse, the teacher asks students "Who can tell me the most important reason for the Roman empire's collapse?" When multiple students raise their hands to answer the question, the teacher instructs them to turn to a partner and share their thoughts. After several minutes of discussion, the teacher says, "I would like each pair to share their most important reason for the Roman empire's collapse and provide several pieces of evidence for how they drew that conclusion. Please decide who will be the spokesperson for your group."</p> <p>When presenting the details of their spring research paper assignment, the teacher reviews all topics and possible connections to student interests. The teacher meets with each student independently to help narrow their topic selection based on personal interests.</p>	<p>During a whole class discussion on the reasons for the Roman empire's collapse, students raise their hands to share answers and questions. It is evident that the teacher has created a positive learning environment where students are attentive and respectful. Students are heard saying, "Oh that is a good idea" and "I didn't think of that."</p> <p>Once students have chosen their paper topic, they are paired with other students based on their paper topic choices. Together they will share why they choose that topic and will help one another generate a list of possible arguments to craft their research around. In one group, Becca says, "I chose this topic because last summer I went to Italy and fell in love with the works of Michelangelo."</p>

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<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.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	<p>While conducting an inquiry-based activity about the Vietnam War, students are presented a single informational text in the form of a textbook without the use of primary or outside resources.</p> <p>During a class discussion about the Holocaust, a student says, "My great-grandparents survived the Holocaust." A classmate says, "Who cares, my grandparents live in Florida." The teacher does not validate the first student's comment nor does the teacher address the second student's response.</p>	<p>While conducting an inquiry-based activity about the Vietnam War, students are provided some primary sources in addition to the course text. However, the informational texts only present the war from one viewpoint and the teacher gives the same materials for all students.</p> <p>During a class discussion about the Holocaust, a student says, "My great-grandparents survived the Holocaust." The teacher says "Wow, Sarah that is very interesting. Does anyone else have a family connection with the Holocaust?" Several students raise their hands to contribute, but the teacher only calls on one more student before moving on with the lesson.</p>	<p>While conducting an inquiry-based activity about the Vietnam War, students are provided access to and choice of a wide variety of primary and secondary source materials from multiple perspectives. American and Vietnamese soldiers, volunteers, draftees and citizens from multiple demographics and cultures are represented. During the inquiry activity, students have access to computers and adaptive technology allowing students of different levels to receive adjusted curriculum.</p> <p>When talking about the Holocaust, a student says, "My great-grandparents survived the Holocaust." The teacher says "Wow, Sarah that is very interesting. Does anyone else have a family connection with the Holocaust?" Several students share their stories with the class prompting questions from other students.</p>	<p>While conducting an inquiry-based activity about the Vietnam War, the teacher encourages students to bring in resources that relate to their own culture and possible family experiences during the Vietnam War, which they can share with their peers.</p> <p>Following the class discussion on the Holocaust, the teacher says, "Sarah do you think that your great-grandparents would be willing to come and speak with our class about their experiences?"</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently 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.
	During a Supreme Court case evaluation, the teacher says, "Ben, I know you don't like this topic, but I chose it for you because it is easy and I think it is what you can handle."	During a Supreme Court case evaluation, students are randomly given cases to evaluate. Some students research cases with which they have an interest, others do not. The teacher only allows some students to trade their case for one that they find more appealing.	During a Supreme Court case evaluation, the teacher assigns students into small groups and gives them a list of possible case choices. The teacher says, "you have been grouped based on what topics you showed interest in." Each student will then choose a different case from his or her approved group list.	The teacher generates opportunities for students to work in small groups and brainstorm a list of possible cases that they would like to complete a Supreme Court case evaluation. Once done, each group member researches the cases on their list, sharing information to help one another make a choice for the assignment.

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Environment supportive of intellectual risk-taking</b>	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>While drawing connections between political party platforms, one student asks, "Why do Republicans always seem to support increased taxes?" Another student says, "Dan that is a stupid thing to say. The Democrats want increased taxes." The teacher does not address the student.</p> <p>During class discussion, the teacher asks, "What are the characteristics of an enlightened monarch?" No students respond. The teacher does not rephrase or adjust the question to illicit greater student response and simply provides the answer to the students.</p>	<p>While drawing connections between political party platforms, one student asks, "Why do Republicans always seem to support increased taxes?" Some students laugh. The teacher responds, "Hey, we all get answers wrong, but it is important to ask them anyway." The teacher then moves on with the lesson.</p> <p>During class discussion, the teacher asks, "What are the characteristics of an enlightened monarch?" Several students raise their hands. After calling on one student, the teacher does not provide ample time for the student to organize her thoughts and as a result, the student gets flustered. The teacher answers the question and moves on to the next topic.</p>	<p>While drawing connections between political party platforms, one student asks, "Why do Republicans always seem to support increased taxes?" to which the teacher responds, "That's a great question to get this conversation started. Let's think about that. How do Republicans want to balance the budget?" Several students raise their hands to address the question.</p> <p>During class discussion, the teacher asks, "What are the characteristics of an enlightened monarch?" A large portion of the students in class raises their hands to contribute. After several answers are generated, the teacher asks a follow-up question to illicit greater response from those students who did not initially attempt to respond to the original question.</p>	<p>While drawing connections between political party platforms and how to balance the budget, one student asks, "Why do Republicans always seem to support increased taxes as a way to balance the budget?" The teacher opens the floor to other students stating, "Would anyone like to comment on Dan's question?" Another student says, "That is an interesting question, but I think you may be wrong."</p> <p>During class discussion the teacher asks, "What are the characteristics of an enlightened monarch?" After a few responses, a student asks, "Would acting to help the people be a characteristic?" Another student responds "That is a great question Samantha; I was wondering the same thing. What do other people think?"</p>

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	Lesson objectives are not visibly posted within the classroom; students have limited access to rigorous content resources. The teacher and/or classroom do not indicate that student success is celebrated or expected.	Lesson objectives are posted within the classroom but not all students have access to rigorous content resources. The teacher works exclusively with one group of students while the remaining students struggle with the assigned text.	Lesson objectives are posted within the classroom; all students have access to rigorous content resources. Aside from the current assigned text, other primary and secondary resources are in the room for student use. Student work is displayed and it is evident that student success is both celebrated and expected. Teacher- and student-generated resources such as Word Walls and essential questions help focus student learning.	While working with rigorous text, several students access highlighters and dictionaries that the teacher has made available for student use. A number of students start saying they are struggling with the text, another student says, "Start by looking up some of the more challenging words in the dictionary. It really helps." The teacher recommends referencing the Word Wall that students have generated during this unit as another source.
	After handing out a primary source, the teacher says, "Our goal today is to answer the four questions at the bottom of the primary source worksheet."	After handing out a primary source, the teacher says, "Looking at this primary source document with the research strategy provided will help some of you develop the skills necessary to become a historian!"	After handing out a primary source, the teacher says, "Looking at this primary source document with the research strategies provide will help all of you become effective classroom historians!" The teacher says, "Historians investigate documents to find meaning and connections to other sources."	A student looks at her primary sources and says, "Wow, I used the same research strategies as the last time, and I was actually able to figure out what this document is saying." The teacher asks the student to share what strategy she used so that other students can try it out.
Students were provided no rubric for their document-based question (DBQ) essay. When the teacher handed back their essays they simply said, "Some of you failed this last assignment; hopefully you will do better on the next one."	Students have both rubrics and data charts in their writing folders for tracking growth on document-based question (DBQ) essays; however the rubrics have not been used recently, and students have not been given time to enter scores in the last two months.	The teacher directs students to keep track of their progress on their document-based question (DBQ) essays in their writing folders. Students will also use feedback from the rubrics, teacher conferences and collected data to see what goals they and their teacher feel they need to work on.	After conferencing with their teacher, looking at rubric feedback and a brief analysis of their writing data, students adjust their personal writing goals. For example, one student says, "I really need to work on citing evidence within my writing."	

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Communicating, reinforcing and maintaining appropriate standards of behavior</b></p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	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>			
	<p>During a close reading task, 11 students were engaged in conversation. The teacher did not address them.</p> <p>Students in three of the four groups are talking and do not have the materials they need ready. The teacher does not address the group members, and students continue the behavior.</p>	<p>During a close reading task, several students begin talking to their friends. The teacher reminded students of the expected behavior during a close reading task. Ten minutes later two students begin talking again, and the teacher does not address them.</p> <p>The teacher says, "Groups 1 and 3 are ready to learn because they have all their supplies ready and are looking at the task on the board." The teacher walks between groups 2 and 4, and members of those groups begin organizing their materials, but stop when the teacher returns to the center of the room. The teacher does not address groups 2 and 4 again and begins the lesson.</p>	<p>During a close reading task, students are quiet and attentive to the task at hand. The teacher points to the behavior expectations chart when two students begin talking about a basketball game instead. The students apologize and continue with their reading.</p> <p>The teacher says, "Groups 1 and 3 are ready to learn because they have all their supplies ready and they are looking at the task on the board." The teacher walks toward groups 2 and 4 and asks, "Are you ready?" Standing between the two groups, the teacher waits for groups 2 and 4 to quickly finish organizing themselves and then begins the lesson.</p>	<p>During a close reading task, one student says to another student who is talking, "Remember that we need to be quiet during this task." The other student apologizes and continues reading. When the student begins talking again, the teacher quietly walks over to the student desk to check on progress.</p> <p>The teacher remains in close proximity to group 3 to minimize distractions while groups are presenting the conclusions. A student in group 1 begins talking while another group is presenting and a student in the same group gives a stern look and the student stops talking.</p>

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<b>ATTRIBUTES</b>				<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.
	During a class discussion on the Progressive Era, the teacher asks several questions. Each time, a few students rush to shout out the answers. The teacher shakes his/her head but does not address nor attempt to correct the behavior.	During a class discussion on the Progressive Era when Kyle calls out the answer to the question about Muckrakers, the teacher says, "Thank you, Kyle, but you need to raise your hand." When a follow-up question is raised about Upton Sinclair's <i>The Jungle</i> , Jamie calls out an answer and teacher accepts it.	During a class discussion on the Progressive Era when Kyle calls out the answer to the question, the teacher says, "Let's talk about how we answer questions in class. Why is it important to raise your hand?" Another student responds after being called on, "So that everyone can get the answer in their own head." The teacher says thank you and then asks a follow-up question to Kyle's response stating "Does anyone agree with Kyle's answer?" keeping the discussion flowing.	During a class discussion on the Progressive Era, Kyle blurted out the answer to a question, but then said, "Oh sorry, I was supposed to raise my hand." The teacher acknowledges Kyle for checking himself and continues with the discussion. All students raise their hands for the rest of the questions.

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<b>ATTRIBUTES</b>				<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 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>	<b>SAMPLE EVIDENCE</b>			
	During a Socratic seminar on the effectiveness of Prohibition and the 18th Amendment, a student says, "That's the dumbest thing I have ever heard, you should just leave!" when a classmate suggests lowering the drinking age to 18. The teacher does not respond.  Throughout the period, students continue to arrive tardy. The teacher continues teaching the lesson and does not address their behavior.	During a Socratic seminar on the effectiveness of Prohibition and the 18th Amendment, the teacher does not provide students with a rules sheet for the seminar. When student calls another student's ideas dumb, the teacher says, "Don't say their idea is dumb, you need to present evidence as to why they are wrong and you are right."  When some students are late to class, the teacher says, "No problem, take your seat." When another student shows up less than a minute later, the teacher responds, "Where is your pass? You are always so late to my class."	Prior to a Socratic seminar on the effectiveness of Prohibition and the 18th Amendment, the teacher distributes and goes over the "Rules and behavior sheet for a Socratic seminar." The teacher provides time for a quick practice before beginning. During the discussion when a student refers to another student's comment as dumb, the teacher and students refer back to the rules and behavior sheet to address the concern.  When student enters the class tardy, the teacher says, "Thank you, Paul, for just quietly coming in, and I see you have a pass."	During a Socratic seminar on the effectiveness of Prohibition and the 18th Amendment, a student says to another student, "Don't forget you have to explain why another person's answer is incorrect and give evidence against the answer." The teacher records the positive interaction on the seminar tally sheet. Another student asks, "What evidence did you find to support your claim for lowering the drinking age?"  When student enters the class tardy, another student reminds him to put his pass on the teacher's desk and quietly join their group. It is evident that the teacher has clearly established procedures in place to promote high standards of behavior.

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to needs of students</b>	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	<p>During a lesson on the colonization of Africa, students move from whole class discussion to small groups for a “Scramble for Africa” activity. It takes five minutes to get the desks together and for the students to choose whom they are working with. Then students have to go get the materials from the front of the class. The teacher provides little guidance or direction and it takes 15 minutes before students are working on the activity.</p> <p>The teacher has Do Now questions posted on the board when students enter the room. No students take out their warm-up notebook. After five minutes the teacher says, “You are supposed to be answering the questions in your notebooks, take them out!” Some students begin to respond while others look for their notebooks.</p>	<p>During a lesson on the colonization of Africa, the teacher has desks organized in a circle for whole class discussion so it only takes a minute for students to create small groups with their neighbors and to begin their “Scramble for Africa” activity. The teacher tells students to go to next activity after 15 minutes, pairing small groups to compare results. The switch between activities takes three minutes.</p> <p>The teacher has Do Now questions on the board when students enter. Some students enter the classroom and begin working on the questions in their warm-up notebook, One student asks, “What are we supposed to be doing?”</p>	<p>During a lesson on the colonization of Africa, the students arrive and immediately sit in their teacher arranged small groups. The teacher uses a digital timer on the interactive white board to signal when students move to the next station of the activity. Small groups of desks are organized around the classroom so it takes less than one minute for students to switch. Upon arriving at the next station, students begin work on that part of the “Scramble for Africa” activity using the digital timer as a reference point.</p> <p>The teacher has Do Now questions on the board when students enter. Students immediately take out their warm-up notebooks and begin answering the questions. It is evident that the teacher employs this activity routinely.</p>	<p>Students know that today’s lesson on the colonization of Africa involves transitioning from station to station. Upon entering the classroom, they get into their learning groups and begin working with minimal teacher direction. A timer on the interactive board signals for students to transition, it takes only a few seconds before they are on the next task. The quick transitions indicate that the teacher has well-established routines for group activities and interactions.</p> <p>After finishing the warm-up questions, students take out their activity notebooks and generate several discussion points regarding the Do Now questions and how they connected to their previous lesson in order to get ready for the class discussion, evidence that the teacher employs this activity routinely.</p>

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to needs of students</b>	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
	After an unexpected fire drill, the teacher does not continue with the originally intended lesson. Students are given the remainder of period to complete a homework assignment but are not clearly instructed to do so. Several students do nothing.	After an unexpected fire drill, the teacher cuts an activity from the lesson but fails to effectively communicate the decision to all students. Some students continue with the originally planned lesson while others begin the new assignment.	After an unexpected fire drill, teacher explains that they will only complete the first two activities in class. The third activity is revised with clear directions provided to students.	After an unexpected fire drill, the teacher solicits student input on re-arranging the lesson. One student suggests they complete the fourth activity in the lesson for homework.

**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 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.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	The teacher does not connect lesson to the CCSS, C3 or state social studies standards, or uses standards that are not aligned with the lesson.  Lesson objective is to analyze the role of the federal government in supporting and inhibiting the 1950s African American civil rights movement. Lesson involves comparing Martin Luther King, Jr. to Gandhi. No standards are referenced.	The teacher connects several CCSS, C3 or state social studies standards to the lesson; however, others are not properly aligned nor addressed by the lesson.  Lesson objective is to analyze the role of the federal government in supporting and inhibiting the 1950s African American civil rights movement. Lesson has students taking notes on the Supreme Court case Brown v. Board of Education and answering questions.	The teacher has identified the specific CCSS, C3 or state social studies standards that will be addressed by the lesson. All aspects of the lesson are designed to support student learning of the standards.  Lesson objective is to analyze the role of the federal government in supporting and inhibiting the 1950s African American civil rights movement. Lesson has students analyzing excerpts of various court cases, presidential actions and legislation dealing with civil rights in the 1950s	Teacher has carefully selected the CCSS, C3 and/or state studies standards that students need to improve on. All lesson activities are aligned to the specific standards.  Lesson objective is to analyze the role of the federal government in supporting and inhibiting the 1950s African American civil rights movement. Lesson has students analyzing and evaluating excerpts of various court cases, presidential actions and legislation dealing with civil rights in the 1950s and connects it to various social and civil rights movements of the '50s, '60s and beyond.

**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.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>The teacher plans for students to begin the lesson by completing a three-minute response to the question “How would you spend your money if you were a multimillionaire?” Then students would read chapter 16 of their textbook, which includes information on the Gilded Age and answer questions on the text.</p> <p>Then students would write a response to the question, “What would you do with your millions in the Gilded Age?”</p> <p>On day three of a two-week unit on market economic systems, the teacher does not address the previous day’s lesson on supply and demand nor does the lesson build students’ understanding of the unit of study.</p>	<p>The teacher plans for students to complete an entrance ticket referring to their homework, which was to read an excerpt of Andrew Carnegie’s <i>The Gospel of Wealth</i>. Next, students read chapter 16 of the text about the Gilded Age and answer comprehension questions.</p> <p>On day three of a two-week lesson, the teacher creates an opportunity for students to connect to previous lesson by giving an entrance slip. Teacher then assigns broad reading of text on energy industry investment strategies but does not connect the reading to the lesson objectives.</p>	<p>The teacher plans for students to complete an entrance ticket about their homework, an excerpt of Andrew Carnegie’s <i>The Gospel of Wealth</i>. Students read several primary source materials with guiding questions that depict the wage inequality of the Gilded Age. The activity will prepare students to participate in a whole class discussion. Finally, students will write a response to the question, “What government actions could have been taken to better equalize levels of wealth in the society and would these actions be justified?”</p> <p>On day three of a two-week unit on market economic systems, the teacher plans for students to investigate the energy industry in terms of the elasticity of demand. Students will be required to access previous lesson information regarding supply and demand in order to complete the activity.</p>	<p>Besides what the teacher provides in class for the lesson, at the request of the teacher students come to class prepared with a literary excerpt and/or political cartoon and develop their own questions for the whole class discussion.</p> <p>Besides the students’ in-class investigation of the energy industry in terms of the elasticity of demand, the teacher provides students with the opportunity participate in a stock market game using the energy industry as their investment sector.</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.
	The teacher plans for students to write an opinion-based response on the five themes of geography. The teacher plans for students to read from textbook without providing additional primary and/or secondary text. Students are not given higher order thinking questions that require them to make connections with previous units and/or learning objectives.	Students are given the opportunity to build on previous knowledge of geography using a current event article. Students are not given the opportunity to respond to higher order thinking questions and there is no evidence that the current event article is tied to the overall lesson of the five themes in geography.	The teacher designed the lesson to build student knowledge by increasing the level of complexity of questions (Blooms), from comprehension to application and analysis. Teacher listed three questions for each of the five themes and provides students with access to a variety of current event articles aligned with each of the five themes of geography.	Besides the class discussion, the teacher provides opportunities for students to find connections in their own lives to the five themes of geography. Students will analyze why their own family’s location, migration history, interaction with their environment is an example of the five themes.

## 2: PLANNING FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Use of data to determine students' prior knowledge and differentiation based on students' learning needs.</b></p> <p 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>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.</p>	<p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>Lesson is planned with no consideration of students' prior knowledge of World War I. Lesson is planned using course text and chronology as curriculum.</p> <p>Lesson is planned because it is in the curriculum but focuses solely on content and not the skills of the students and their need for cognitive engagement.</p>	<p>Lesson is planned based on previous teaching of the Great War from the instructor's previous year's class and belief that students all students have seems needs and skills as they are in a leveled course.</p> <p>Lesson is planned based on collecting data using the formative assessment of the entrance ticket to assess the whole class's understanding of the material.</p> <p>Lesson is planned to teach all content the same manner with little to no variation or choice of primary source material.</p>	<p>Lesson is planned based on collecting data using a variety of formative assessment such as entrance tickets, complex text reading assessments on the poem "In Flanders Fields," and quizzes. The teacher plans the lesson to target primary source skills—an area where the students have shown, based on a previous lesson, need for improvement.</p> <p>Lesson is planned with multiple primary documents, ranging in Lexile levels. The teacher includes various levels of writing along with pictures and charts and distributes the source material to the students based on their level. These levels are based on baseline data from previous formative assessments.</p>	<p>The teacher creates opportunities within the lesson to allow students to use their previous formative writing rubric and select an area to work on. Students will focus questions that they create on helping them to achieve this skill and improve their use of primary source citation.</p> <p>The teacher planned the lesson to include opportunities for student choice in selecting which documents they use to help in their understanding of the lesson objectives.</p>

**2: PLANNING FOR ACTIVE LEARNING**

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>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.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>The teacher plans for students to read assigned psychology course text on the information-processing model of memory and answer comprehension questions about long-term memory, explicit memory and implicit memory.</p> <p>Teacher plans to give students all readings that are below grade-level. There is no focus on learning new academic vocabulary.</p>	<p>The teacher plans for students to read and analyze several sources on the role long-term memory, explicit memory and implicit memory play in how humans process information. Students use the course informational text to define key terms associated with the reading. Students then write a response to the question, "What form of memory do you feel is most important for processing information?"</p> <p>Teacher gives one challenging text for students to close read and learn new academic vocabulary.</p>	<p>The teacher facilitates a Socratic Circle with the guiding question: "What role do long-term, explicit and implicit memory play in our ability to process information?" Teacher provides a number of primary source materials on the information-processing model of memory as well as current news articles on the connection between sleep and memory storage. Students will speak and listen to the ideas of their peers in the Socratic Circle and then write a paper answering the guiding question as the summative assessment.</p> <p>Teacher plans to give student sources with challenging words and have students define those words to clarify understanding.</p>	<p>The teacher facilitates a Socratic Circle with the guiding question: "What role do long-term, explicit and implicit memory play in our ability to process information?" A number of primary source materials on the information-processing model of memory as well as current news articles on the connection between sleep and memory storage are provided. Students will speak and listen to the ideas of their peers in the Socratic Circle. Using the information gained from the circle, students will access podcasts from the APA webpage to gather more support for their written analysis of the guiding question.</p> <p>Teacher plans to give student sources with challenging words and have students define those words to clarify understanding.</p>

**2: PLANNING FOR ACTIVE LEARNING**

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>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.
	The teacher plans minimal opportunities for students to work with complex text; students are not encouraged to engage new or challenging phrases and their definitions.	The teacher provides some opportunities for students to work with complex text; occasionally, students are encouraged to look up challenging phrases in the glossary of their textbook.	The teacher provides substantial opportunities for students to work with complex text. It is evident that the teacher consistently encourages students to determine the meaning of complex words and/or phrases by the teacher and/or student-generated resources in the room.	Besides providing students substantial opportunities to work with complex text, the teacher provides students with close reading strategies to determine the meaning of challenging words within a complex document. Students have the option of how they will investigate the meaning of the word, either using their books, classroom resources, such as a dictionary and/or word wall, or online resources.

**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.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	The teacher lectures students on the characteristics of voter turnout and demographics trends in voting. The teacher provides little to no opportunities for students to engage in discussion and students simply take notes.  During a lesson on voter turnout characteristics, the teacher does not ask students to identify why certain demographics in America have historically low voter participation nor how to encourage them to vote in the future.	The teacher lectures students on the characteristics of voter turnout and demographic trends in voting with some discussion with students. The teacher provides students with a few documents and charts regarding voter turnout and answers to questions can be found directly from the text.  During a lesson on voter turnout characteristics, the teacher provides students with a handout in which they answer questions using information from a voter turnout pie chart.	The teacher facilitates meaningful class discussion on the characteristics of voter turnout and demographic trends in voting. Students are actively engaged in the discussion and are provided documents, charts and other sources about voter turnout to along with guiding questions to help students analyze demographic trends. Students use the data to generate possible solutions to low-voter turnout in the United States among various demographic groups.  The teacher creates opportunities for students to visually identify and display characteristics of low voter turnout and develop possible solutions that would boost voter turnout within various demographics.	With minimal instruction, the teacher facilitates inquiry-based learning by providing students with documents, charts and other sources about voter turnout. Students are tasked with creating a public service announcement to target a group of Americans who have historically low-voter turnout. Students generate questions and answers identifying not only who does not vote but determining how to attract them to vote—all of which will be included in the PSA.  The teacher creates opportunities for students to extend and apply their knowledge of voter turnout characteristics through the means of multimedia techniques (i.e., video, presentation, computer-generated poster, webpage, 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 2b: Planning instruction to cognitively engage students in the content.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Instructional resources and flexible groupings support cognitive engagement and new learning.</b></p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>The teacher creates no appropriate opportunities for students to interact as a group or allows students to arbitrarily choose their own groups and group criteria.</p> <p>The teacher plans for students to receive a summary article about the Great Depression. The teacher then lectures students on how it compares to America's most recent recession.</p>	<p>The teacher occasionally creates meaningful opportunities for students to interact as a group. The teacher may randomly assign students to groups without considering skills or background knowledge needed to participate and contribute.</p> <p>The teacher plans for students to read their textbook chapter on the New Deal. Teacher selects one new article on America's most recent recession and asks students to compare the federal government response in both instances.</p>	<p>The teacher creates regular meaningful opportunities for students to interact as a group. Grouping of students is thoughtful with groups determined by a variety of reasons. They include but are not limited to; student interests, baseline reading/writing data, student-to-student interaction patterns, reading levels, etc.</p> <p>The teacher selects a variety of primary and secondary source materials to investigate the Great Depression and New Deal policies. The teacher provides resources such as, but not limited to, diary entries, speeches, newspaper articles, photographs, stock market data, fireside chat audio, etc. The teacher provides similar primary and secondary source material from America's most recent recession to draw conclusions between the two.</p>	<p>The teacher creates meaningful opportunities for students to work collaboratively on complex outside text that align with lesson/and or unit objectives.</p> <p>The teacher creates opportunities for students to find and/or select their own primary source material to analyze that is connected to the economic instability of either the Great Depression or America's most recent recession.</p>

**2: PLANNING FOR ACTIVE LEARNING**

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	The teacher’s plan provides minimal to no details stating, “Students will learn about the Cold War.”	The teacher plans to use mostly lower-order questioning techniques that rely heavily on recall and do not facilitate meaningful class discussion (i.e., “Did the Cold War create fear in America?”).	The teacher plans specific questions related to the lesson and determines a range of higher-order questions and acceptable responses. The teacher knows there can be multiple answers; therefore, students will need to support their answers with evidence from the sources (i.e., “To what extent did the Cold War affect America socially and economically?”).	The teacher generates opportunities for students to use the provided information about the Cold War and create their own questions. Students will work to create exemplars of open-ended questions that can have multiple responses based on interpretation of the source information.
	The teacher plans to have students hand in responses to questions about the Cold War and American society when they are complete. No scoring guide is provided for students to understand how they will be graded.	The teacher plans to have students complete a written response to the economic and social effects of the Cold War on American society using supporting evidence from documents provided. The teacher does not explicitly provide students with detailed explanation of the requirements.	The teacher will have students write a response to the question, “To what extent did the Cold War affect America socially and economically?” The teacher provides clear expectations with a rubric that explains students should choose their argument and then provide five supporting details from the documents in addition to an introduction and conclusion.	The teacher creates opportunities for students using a formative writing rubric and essential question of, “To what extent did the Cold War affect America socially and economically?” to develop their own document-based question (DBQ) packet. Students work as a class to determine what specific criteria should be included.
The teacher collects papers/essays when they are completed; grading is based on whether or not the task is complete.	The teacher provides meaningful feedback using a formalized writing rubric but never creates time for students to time assess their progress before submitting their work.	The teacher provides a formative writing rubric to all students at the start of the assignment and shows examples of student work. Time will be given for students to self-assess their progress before the final draft is due and the teacher consistently refers students back to the rubric as a guide for assessing their level of success.	The teacher provides opportunities for the students to have input into the development of assignment rubrics. Students will use formal writing rubric to assess the quality of their work; in addition, the teacher may provide opportunities for the students to assess a peer’s response and provide peer feedback.	

## 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>
<p><b>Ongoing assessment of student learning</b></p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans 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>
<b>SAMPLE EVIDENCE</b>				
	<p>The teacher plans to assess students only at the end of the unit, instead of periodically throughout.</p>	<p>The teacher plans to use a quick formative assessment at the end of the lesson to see if the students understood the content. For example, writing the answer to a recall question on white boards and seeing if the class understood.</p>	<p>The teacher plans multiple formative and informal assessments throughout the lesson (and overall unit) to identify if clarification needs to be done. In doing so, the teacher will be able to isolate which students understand the material and which students need more reinforcement. These assessments may include but are not limited to polling tools, questioning techniques, observation, homework, journals, quizzes, exit slips, other class participation techniques, etc.</p>	<p>The teacher gives students an opportunity to self-assess using formative writing rubrics, feedback forms and/or some form of progress reports. Students use their own data to reflect on areas in which growth is needed.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	The teacher passes out a handout on airport security post 9/11.	The teacher passes out a handout on airport security post 9/11 and says, "Today we are going to talk about America's response to the 9/11 attack. By the end of the day, you will know all the ways in which America responded."	The teacher has essential question listed on the board: "How did America respond in the wake of the 9/11 attack?" During the lesson, the teacher references previous learning and explains the current task to the students stating, "Yesterday, we looked at the terrorist attack on the United States. Today we are going to look at how America responded to the attack on September 11th" (State Framework Contemp. Global Issues "Evaluate America's response to terrorism").	The teacher says, "In your learning groups, answer this question, 'Has America been consistent in its responses to being attacked?' Think about the unit on WWI and WWII along with our discussion of 9/11 yesterday." Students respond with a variety of answers including, "Americans always take away rights of the people to protect them" and "Americans will fight back if they are attacked first." (Students share examples from various texts and notes to demonstrate each response.)

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content accuracy</b>	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	<p>The teacher incorrectly defines primary source as “a secondhand account of a historical event.”</p> <p>While teaching a unit on the Vietnam War, the teacher tells students that all American soldiers who fought in Vietnam were drafted.</p>	<p>The teacher defines primary source: “a firsthand account of a historical event” and then says the textbook is a primary source.</p> <p>While teaching a unit on the Vietnam War, the teacher tells students that the vast majority of American soldiers who fought in Vietnam were drafted.</p>	<p>The teacher says, “A primary source is a firsthand account of a historical event. You can look at a source date and author to help decide if it is a primary source.”</p> <p>While teaching a unit on the Vietnam War, the teacher provides students with an accurate comparison between the number of Americans who were draftees and those who were volunteers during the Vietnam War. The teacher discusses some possible reasons for why the volunteer statistics may be skewed.</p>	<p>The teacher gives three excerpts of information on the American Revolution. Teacher asks students, “turn to a partner and identify these as either primary or secondary sources. Don’t forget to use the clues to support your identification.”</p> <p>While teaching a unit on the Vietnam War, the teacher provides students with a number of statistics, charts, and personal accounts regarding Americans who served in Vietnam. Students are then asked to engage the resources to determine how and why Americans served in Vietnam, comparing the number of draftees to volunteers and using the personal account narratives to draw conclusions regarding the rationale of veterans.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Content progression and level of challenge</b></p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<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>
<b>SAMPLE EVIDENCE</b>				
	<p>The teacher says, "Yesterday we talked about the four characteristics of a state: population, territory, sovereignty and government. Today, you will put the definitions of different forms of government into a chart."</p>	<p>The teacher says, "Yesterday we talked about the different types of governments that countries can have. We defined democracy, dictatorship, federal, unitary, presidential and parliamentary. Today we will look at countries and classify the type of government. In your notebooks write, 'the United States is a presidential, federal democracy.'" Working with a group of three others, classify the United Kingdom, India and North Korea the same way."</p>	<p>Students complete an entrance ticket that assesses level of understanding of forms of government and classifications. Based on the results, teacher assigns students to one of three groups. Groups are given differentiated tasks with increasing levels of difficulty to practice classifying the countries. The teacher goes to each group but also spends 15 minutes with one group. At the end of the session, students complete a formative assessment in the form of an exit slip, asking them to demonstrate what they learned and what questions they still have.</p> <p>(American Gov. Framework D2.Civ.8.9-12 Evaluate Social and Political Systems in different contexts...)</p>	<p>Students are provided with the CIA World Factbook website. Teacher says, "Students, you should pick any three countries that were not covered in the lesson and classify them as democracy or dictatorship, presidential or parliamentary, and federal or unitary." The teacher then reminds students to provide several pieces of evidence as to the categorization of each country.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Literacy strategies</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.</p>	<p>Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.</p>	<p>Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.</p>	<p>Provides opportunities for students to independently select literacy strategies that support their learning.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>While reading the Declaration of Independence a student says, "This is too hard. I have no idea what they are saying. Why do they have to use such big words." The teacher says, "Just keep reading, and try to answer the included questions." Another student states that he or she does not understand the document. The teacher responds, "We will go over all the answers to the questions once everyone is done."</p>	<p>Prior to reading the Declaration of Independence, teacher instructs students to look at the board for new vocabulary. Teacher says, "These are difficult words that will appear in the document. Let's define these so you don't get confused. Tyranny is a cruel or oppressive government or ruler."</p>	<p>Teacher says, "Let's first look at the word tyranny in second paragraph of the Declaration of Independence and let's see if we can figure out its meaning from the text." Teacher reads, "The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States."</p> <p>Students responded, "control," "terrible," "cruel," and "oppressive ruler."</p>	<p>Student helps another student with the word tyranny. The student suggests that the other student look at the words around tyranny. Student states, "I think it must mean that the ruler is cruel and oppressive and that is why they are declaring independence." Other student responds, "That sounds right, let's look at the list of reasons they wrote to see if the word is used again."</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for Students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Teacher asks questions, most of which are similar to the following: "Name the author of the book." Student responds, "Upton Sinclair." Teacher asks, "What year was it written?" Student responds, "1906." Teacher asks, "What industry is this about?" Student answers, "The meat packing industry." Students fill in the answers on a worksheet.	Teacher asks questions similar to the following: "Identify the different jobs of the meat packing factory."  Task: Students are asked to identify the different jobs and write a summary of the working conditions.	Teacher asks a variety of questions similar to the following: "What was the purpose of Sinclair writing <i>The Jungle</i> ?"  "Who was the intended audience?"  Task: Teachers asks students "to gather, analyze, organize and interpret" information from <i>The Jungle</i> excerpt and other primary sources from the time period.	In a group, students generate these questions about <i>The Jungle</i> excerpt that they read:  "Why would the government allow such conditions to exist?"  "How did people not know what they were eating?"  "Do things like this still happen today?"  "Are meat packing factories different today; if so how?"  "This reminds me of what I learned in science about the spreading of diseases."

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for Students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
	Teacher states, "We are going to read <i>The Jungle</i> by Upton Sinclair." After reading the excerpt, teacher says the historical significance of the book and its purpose is..."	Teacher states, "We are reading an excerpt of Sinclair's <i>The Jungle</i> ." Teacher reads excerpt aloud to students and instructs students to read the excerpt again silently and highlight any problems they see.	Teacher states, "We have been looking at the problems of the Gilded Age through the progressive novel <i>The Jungle</i> . Today, using the information you have collected, you will create a brochure explaining the problems with the meat packing industry during the time."	Teacher says, "Students, use computers to seek your own information on a contemporary issues in America that parallel the meat packing industry of the Gilded Age and write an editorial in the style of a muckraker to expose it in the same way that Sinclair did."

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers implement 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>
<p><b>Instructional resources and flexible groupings</b></p> <p style="color: red; font-style: italic; font-size: small;">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.</p>	<p>Uses resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Uses resources and/or groupings that minimally engage students cognitively and support new learning.</p>	<p>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.</p>	<p>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>The teacher has students as a whole class watch a video on the meat packing industry of the Gilded Age. Students individually fill out a worksheet that asks basic factual questions like, "What year did this occur?"</p>	<p>The teacher places students in groups and shows a video that depicts the conditions of the meat packing industry. Students discussed what they saw in the video. Student says, "It was so gross to see what they did with that meat."</p>	<p>Teacher arranges students in heterogeneous groups and notes that they have been talking about muckraking and the Progressive Era. She asks them to watch a video on the meatpacking industry and create a political cartoon in the style of a muckraker. Teacher places students in new groups. Teacher states, "Your task is to explain the meaning of the cartoon that the other group has drawn."</p>	<p>Student groups brainstorm a list of problems that existed in the Gilded Age and try to research if those problems still exist today. Students regroup with the task of comparing what they have learned with the question, "How are the nature of problems facing Americans today similar or different from the problems facing Americans in the Gilded Age?"</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers implement 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.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	Teacher presents information on brain structures and their function, incorporating questions to check understanding. For example, the teacher asks, "What structure is damaged if the person becomes extremely aggressive?" Teacher then assigns a worksheet where students have to match the brain structure to the function.	Teacher says, "Now that you have read two articles on brain-damaged patients, you are going to work in groups to identify the parts of the brain that were damaged and what that structure's function is. Pick one person to report out to the class from your group."	Teacher says, "Yesterday I gave you information on the parts of the brain and their roles. Today in your groups, you will choose one brain structure to research. Use a concept map to design your research project. Assign a role for each person in your group. Everyone will be expected to do equal work."	In groups, students choose a brain structure that they want to know more about. Students in the group determine who will complete what section of the research. Teacher states, "You have the choice to decide how you will demonstrate to the class what you have learned about your brain structure and function." One group decides they will act it out. Student says, "We are going to do a skit about the amygdala and its role in fear and aggression and share it with the class."

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Criteria for student success</b></p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>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>
	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher assigns students to create PowerPoint on a Supreme Court case but does not provide any scoring information or guidelines. Teacher says, "Do the best you can."</p> <p>Teacher says, "When you have finished your presentations, turn them in and I will grade them."</p>	<p>Teacher assigns students to create a PowerPoint on a Supreme Court case and states, "Make sure you include the background information, path to the Supreme Court, final decision and majority opinion."</p> <p>Teacher says, "Before you turn in your project, be sure to check that you have included all the aspects of the assignment."</p>	<p>Teacher states, "You will be creating a PowerPoint presentation on a Supreme Court case and you will be scored using the school's Presentation Rubric. Remember to include the background information, path to the Supreme Court, final decision and majority opinion in the content section. Let's look at the rubric and make sure you understand all that is expected." Students look at the rubric and give examples of what each requirement would look like in this assignment. Students say, "Under level 4 you have to..."</p> <p>Teacher says, "At the end of each day of work, I want you to assess yourself on this checklist to see what parts you have completed and what still needs to be done."</p>	<p>Teacher states, "Notice on the Presentation Rubric there is one blank spot for a criteria. You should create an additional criteria to judge your project." One student adds, "We should include a requirement to explain new vocabulary that we find in the court case information."</p> <p>One student says to another student, "We need to get out the Presentation Rubric and make sure that our project has everything before we turn it in."</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Ongoing assessment of student learning</b></p> <p style="color: red; font-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>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher says, "Raise your hand when you are finished with the handout, so I can come around and check off that you have done it."</p>	<p>Teacher says, "Keep your finished worksheet on your desk. Did everyone understand the differences between art of the Middle Ages and the Renaissance?" Students nod their heads, and the teacher says, "Good, everyone understands."</p>	<p>Teacher checks in with each group as they look at the different pieces of art from the Middle Ages and the Renaissance. Teacher spends five minutes with each group asking questions to check their understanding of the differences. Teacher asks questions like, "What is it about the Renaissance art that makes it different?"</p>	<p>As they are working in groups, students check each other's understanding of the differences. Student asks group member, "Which time period do you think this is from?" Other student responds, "I think that is from the Middle Ages because it is very religious and art of the Middle Ages was made mostly for the church."</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Feedback to students</b></p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p>	<p>Provides feedback that partially guides students toward the intended instructional outcomes.</p>	<p>Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p>	<p>Encourages peer feedback that is specific and focuses on advancing student learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher says, "So far your grade on the paper would be a D. If you add more you can get a better grade."</p> <p>Student says, "I'm done, can I hand in my essay?"</p> <p>Teacher says, "Not at this point, keep working."</p>	<p>Teacher says, "You have done a pretty good job so far, but you need to add more support and quotes in the body paragraphs."</p> <p>Student says, "I added a quote from the document, but I do not understand what else you want me to do."</p>	<p>Teacher says, "You have been writing argumentative essays on the New Deal answering the question, 'Were the New Deal programs effective in overcoming the Great Depression and rebuilding the US economy?' To make your writing more effective, make sure that you are including as much evidence from the documents as you can. Writers add support by including quotes, facts and references to experts. What could you add to make your essay more convincing?"</p> <p>Student says, "I added a quote from the document in the body paragraphs and cited some facts from the chart like you told us to do."</p>	<p>Teacher notes, "As you are revising your essays for the first time, make sure you have your argumentative writing checklist on your desk. Have another student use the checklist on your essay and explain what is missing or what needs to be clarified."</p> <p>Student says to another student, "I looked at your paper and the checklist, it looks like you are missing transition sentences; you should include a quote from FDR in the third paragraph body." Other student says, "OK, sounds good, I will rewrite it and then can you read it again?"</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Instructional adjustments</b></p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Makes no attempts to adjust instruction.</p>	<p>Makes some attempts to adjust instruction that is primarily in response to whole-group performance.</p>	<p>Adjusts instruction as necessary in response to individual and group performance</p>	<p>Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>A student asks for help from the teacher, "I still don't understand what anti-Semitism means." Teacher tells student, "Do not worry about it for now, just move on to the next document."</p>	<p>Teacher says, "I see that most of you understand anti-Semitism and the history of it in Europe. It looks like we can move on to our activity of examining the Nuremberg laws in Germany."</p>	<p>Teacher says, "Some students are struggling with the understanding of anti-Semitism and its history in Europe." Teacher places students in groups. One group gets additional information on the anti-Jewish sentiment in Europe and the other groups begin work on examining the Nuremberg laws.</p>	<p>At the conclusion of the lesson, teacher asks students to fill out an exit slip. Two of the questions ask for feedback on the lesson:</p> <p>To what extent (on a scale of 1-5) did you understand what was expected of you in this assignment?</p> <p>Where are you still confused?</p> <p>Make at least one suggestion to improve this lesson.</p>