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

Evidence Guide Illustrative Examples of Science 6-8

Sample evidence of teacher practice developed by Connecticut educators



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Connecticut Evidence Guides

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

Contents

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 2014¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

Who can use the CT Evidence Guides?

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

How can the CT Evidence Guides be used?

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

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

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

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

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

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

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

Please note, Connecticut Evidence Guides:

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

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

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

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

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
This sample evidence is not		SAMPLE I	EVIDENCE	
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.	Student A spontaneously says to another student, "You are stupid." The teacher does not address the comment and continues with cylinder assignment.	Student says to another student "I can't believe that you don't know how to measure with a graduated cylinder." Teacher responds, "You really should help your classmates and not put them down. Please apologize and help your classmate." Another student makes an inappropriate comment to another student and the teacher does not respond.	Student A says, "John, I'll help you measure the liquid in the cylinder to determine its volume." Student B says, "Thanks." And the teacher says, "That was nice" to student A.	Teacher has clearly established a positive classroom environment. For example, student A tells student B that he is doing a great job and student B begins to explain how he measured the liquid in the cylinder to student A. This was done while teacher continued lesson.
	Teacher remains at lab station and gestures for students to go back to their seats when they ask questions.	Teacher gestures for a student to come to his desk when student A raises hand with a question. When another student comes to the teacher's desk, the teacher gives that student an angry look and that student immediately returns to seat without any further interaction.	Teacher walks around the room as students work at their lab stations. When one student raises her hand, the teacher smiles and gestures that he will be right over.	Students in each small lab group listen to each other and help each other. Collaborative work is completed efficiently with each student being considerate and attentive of classmates in their lab group
	Teacher calls on the same three or four students.	When the same three or four students raise their hands, the teacher says, "Does anybody else want to answer that we did not hear from?" Then teacher calls on one of the four whose hands were raised.	When the same three or four students raise their hands, the teacher says, "How about someone else who we haven't heard from yet?" The teacher then instructs the class to get a partner to share their thoughts before calling on someone else to answer the question.	When the teacher asks a question, all the students raise their hands and begin responding to each other's ideas using positive language — "That's a great idea, I didn't think of that; however"

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ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	Teacher says, "Get any book out to read silently. I don't care what book it is." Teacher discusses topic that no student can connect to.	Teacher tells student that the interest survey that the class completed will provide some ideas about what the class likes to read. Teacher proceeds to hand out the same book to the whole class for their science project.	Teacher tells the students that he used information from their interest survey to select the texts for students to read in preparation for the project.	Teacher provides opportunities for students to share their own personal experiences and how they connect to the material. For example, as students in one group discuss the project rubric, they begin to share their personal interests with each other. "My family and I always go hiking in different state parks during the summer. My sister and I share a tent."

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
This sample evidence is not		SAMPLE I	EVIDENCE	
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.	In the unit on genetics, examples on genetics do not reflect student diversity.	Reading materials and handouts are limited on genetics. Teacher provides the same resources for all students (dictionary, encyclopedia, textbooks).	Reading material and handouts are from various sources including but not limited to websites, internet, textbooks, etc. Teacher takes class to computer lab room and/or use adaptive technology. Handouts are in different language (Spanish for some students).	Students bring in information from their family tree along with various materials like photos, parent pictures, and they proceed to discuss their visual traits including but not limited to widows peak, tongue rolling, earlobes, etc.
	When discussing dominant/recessive traits in genetics, a student comments that he has been to Africa and Jamaica to visit his uncle. A classmate responds, "So what, no one cares. I would never go there." Teacher ignores the comment.	During a discussion about dominant/recessive genes, the teacher asks a new student from Nigeria to share how it is different from Connecticut. Another student adds, "I've never been to Nigeria but my family is from Haiti." Teacher continues to ask the first student questions and ignores the second student.	During a discussion on dominant/recessive traits in genetics, the teacher inquires about dominant traits. One student mentions his broad nose and that he's from Nigeria and visited there once. Another student adds that he has never been there but has been to Haiti. The teacher responds, "Do you still have family living there? Would you like to visit one day? Are there any other traits you have that may reflect your ancestry?"	The teacher has selected a variety of dominant/recessive traits that is representative of her student population. The teacher asks students to share their specific trait in advance and who else in the family has it from their observation. Most students in class participate.
	Teacher tells a student that she can't do a project on her chosen topic because it's too difficult for her.	Student chooses project for independent research. Teacher tells student that she can't do the project on that topic without an explanation.	Teacher creates groups for research project based upon interest surveys. Each group is given a list of topics from which to select.	Students select their own topics based on their interests and suggest their own means of project completion, e.g., PowerPoint, essay, etc.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
This sample evidence is not	SAMPLE EVIDENCE			
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.	A student answers a question incorrectly. Another student laughs and says, "That's weak!" The teacher doesn't respond.	A student answers a question incorrectly. The students laugh and the teacher says, "It's OK, we all make mistakes sometimes," and the teacher proceeds with the lesson.	When a student answers incorrectly, the teacher says, "Let's think about that for a minute." Teacher rephrases student's response into a question for the rest of the class and solicits other answers.	When a student answers a question incorrectly, another student rephrases the answer and implies what he thinks the student was trying to say. Other students chime in with their perceptions also.
	The teacher asks, "Who has three dominant traits from the neck up?" Students don't respond. Teacher says, "I'm going to wait here until someone answers!"	The teacher asks, "Who has three dominant traits from the neck up?" The same four students that have been answering the questions raise their hands to respond to this question as well.	The teacher asks, "Who has three dominant traits from the neck up?" Nineteen out of 26 students raise their hand to participate.	The teacher asks, "Who has three dominant traits from the neck up?" One student responds about his recessive earlobes. Another student chimes in that he has that trait as well. Then students begin to inquire whether both parents or one parent has attached or unattached earlobes.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
This sample evidence is not		SAMPLE I	EVIDENCE	
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher says, "Only a few of you are ready for our challenge task. I will call you up to explain the task to you individually."	Teacher says, "We're going to break into two groups. Some of you will need a lot of help to try this and some of you are ready to work on your own."	Teacher says, "You can figure this out. This is like the last time you got stuck. How did you resolve the issue then?" Teacher says, "We'll work on it together. What do you think you need to do first to get past this problem?"	Student says, "Let's begin with a brainstorm. Last time that helped us to get all of our ideas out before we had to make a judgment." Student says, "I always struggle with gene traits and phenotypes. I'm going to create a family tree to help me get my vital traits down."
	Teacher says, "Our goal today is to complete this worksheet about research skills. Make sure you've filled in all the blanks."	Teacher says, "These research skills may help a few of you." So copy the rubric.	Teacher says, "This will help you all become better at understanding what you have read." Teacher says, "Researchers use these skills regularly. You all are capable of becoming better researchers."	Teacher provides opportunities for students to reflect on how their research skills have improved and what they need to do to improve those skills. Students complete a self-assessment and then compare with their neighbor to determine high areas of need for the class.
	Teacher says to students, "Why did you not do well on this test? You should all know this information. I guess you all get bad grades. Hopefully you will do better on the next test."	Goals for the students are posted on a chart. Some of the data showing progress toward goals is displayed, some is missing.	Students have personalized goals for growth and personalized charts to track the growth (homework, classwork, lab reports, etc.). The charts are updated on a weekly basis. The class goals are posted on a chart on the wall and the chart is updated weekly. The chart shows progress toward shared goals.	Students have personalized goals for growth and personalized charts to track the growth (homework, classwork, lab reports, etc.). The charts are updated on a weekly basis. Students adjust personal goals based upon analysis of their performance data. Students collect work in a portfolio as evidence. The class goals are posted on a chart on the wall and the chart is updated weekly. The chart shows progress toward shared goals.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Communicating, reinforcing and maintaining appropriate standards of behavior	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.
This sample evidence is not		SAMPLE I	EVIDENCE	
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.	Eighteen out of 25 students are talking during a lab read aloud assignment and the teacher doesn't address any student.	Students begin talking during the read aloud. Teacher points to the spotlight poster to remind students of the noise level. A few minutes later, the students begin talking and the teacher doesn't respond at all.	Twenty-one out of 25 students are quiet during the read aloud. The teacher refers to the listening expectations when a student begins talking, and the student responds with expected behavior.	Student A says to student B in class, "Remember, we need to be listening and following directions." The other students quiet down.
	Teacher makes no attempt to transition between topics. Only a few students are on task. Teacher doesn't respond to any of the situations in the classroom.	Teacher attempts to transition topic of discussion. Some students are on task with some of the materials in front of them. Teacher does not redirect or correct behaviors.	Teacher transitions topic easily and most students are on task with most of their materials in front of them and they are attentive.	Students are talking and they respond to the nonverbal cue of the teacher to stop talking. Teacher has developed verbal and nonverbal cues that cut down all transition time and maximize instructional time.
	Most of the students are not wearing safety glasses during a lab exercise. The teacher ignores the lack of lab safety compliance during the experiment.	Many students are not wearing safety glasses. Teacher asks students to wear their safety glasses and some of the students comply putting their safety glasses on during the experiment.	Some of the students are not wearing their safety glasses during the lab experiment. The teacher reminds the class about the importance of wearing their safety glasses during lab experiments and praises students who are wearing them.	Most of the students are wearing safety goggles during the laboratory experiment. Students are reminding other students not wearing their safety goggles to put them on during the laboratory experiment.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.	
This sample evidence is not	SAMPLE EVIDENCE				
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.	Students are not behaving appropriately in the classroom, and the teacher doesn't respond. The students are throwing paper at each other and the teacher ignores the behavior.	Teacher tells one student to stop throwing paper then ignores three other students throwing paper	Teacher observes one student throwing paper and redirects the student. Teacher proceeds to discuss appropriate classroom behavior with all students.	Student A observes another student throwing paper and reminds said student that is not appropriate behavior for the classroom.	
	Most students are not prepared and the teacher doesn't acknowledge student preparedness.	Some of the students are not prepared. The teacher inconsistently reinforces student readiness or lack thereof.	A few students are not prepared. The teacher reinforces student readiness.	All students are prepared. Students help each other and teacher acknowledges student readiness.	

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Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.⁶

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
This sample evidence is not		SAMPLE I	EVIDENCE	
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.	Students take four minutes to report to lab stations. There are not enough lab materials available, and one group takes six extra minutes to begin lab.	Students take one minute to report to lab stations. Two groups take five minutes longer to clean up and the rest of the class must wait to begin post lab discussion.	Students take one minute to report to lab stations and begin lab. All groups clean up in less than two minutes.	On a lab day, students begin preparing for lab without teacher prompting. All students are working on lab two minutes after class begins.
	Teacher says, "Grab a lab procedure and begin the lab." Half of students wander around room before reporting to lab stations. Five students must be reminded to put on their safety goggles. Teacher cleans up after some lab groups.	Teacher says, "Let's begin today's lab." Three students wander around room before reporting to lab stations. Two students must be reminded to put on safety goggles. Some students do not help their group clean up after lab.	Teacher says, "Let's begin today's lab." Students get procedure from class web page. All students put on safety goggles without prompting from teacher. Each student in group has specific task as part of cleanup.	Students that finish lab early, clean up, return to seats and begin to write lab reports without prompting from teacher.
	Teacher receives phone call that the assembly is canceled, but does not share the information with students. Students talk to one another about the assembly and why they haven't left the classroom yet. Teacher says, "We are not going to the assembly. Start reading chapter two while I figure out what to do."	Teacher receives phone call that the assembly is canceled. Teacher says, "The assembly has been canceled" and goes to computer and starts to print handouts.	Teacher receives phone call that the assembly is canceled. Teacher announces, "Students, our assembly has been moved to tomorrow. As a result we are going to begin writing our lab procedure for tomorrow's lab."	After being told that the day's assembly was canceled, the teacher announces to the class "Students, since our assembly was canceled, does anyone have suggestions on how to prepare for our lab tomorrow?" One student suggests using the time to begin their lab procedures. The teacher agrees and as the students work, the teacher updates the schedule.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
This sample evidence is not	SAMPLE EVIDENCE			
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.	Lesson plan describes a student activity without mention of a standard or the science concept being addressed.	Lesson plan indicates that the topic of the lesson is reproduction without mention of the specific concept to be addressed.	Lesson plan indicates the standard to be addressed is Connecticut Science Standards Grade Level Concept 8.2.a.4: "Organisms grow by increasing the number of body cells. During mitosis, a body cell first duplicates the chromosomes and then divides into two identical daughter cells, each one with a complete set of chromosomes."	In addition to the proficient attribute criteria, the lesson plan indicates the teacher has taken opportunities to review past experiences or data team discussions to prepare for ways that students may be confused and ways to address them before students demonstrate misconceptions.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	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.	
This sample evidence is not	SAMPLE EVIDENCE				
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.	(Review of Practice): Content of various lesson plans submitted jumps from current events to digestive system to earthquakes without evidence of connections among the topics.	(Review of Practice): Several lesson plans were topically related to human body systems, with each lesson addressing a different body system (i.e., respiratory, circulatory, digestive, etc.).	(Review of Practice): The week's lesson plans submitted indicate a conceptual progression across multiple lessons focused first on cells, then on tissue made of similar cells, and finally on organs formed from similar tissue types.	(Review of Practice): Planned instruction includes opportunities for students to reflect on the theme of "systems" addressed in previous learning units (i.e., ecosystems and solar system).	
	(Pre-conference): The planned lesson starts with collection of yesterday's homework, then calls for students to complete a word search about Earth's interior layers, and concludes with a video about glaciers' effect on Earth's surface.	(Pre-conference): Planned lesson starts with discussion and review of yesterday's Earth layers homework. Then students take notes while viewing slide images of Earth's interior layers. Finally, students will use the textbook to complete the worksheets.	(Pre-conference): Planned lesson indicates students will be engaged with the topic of Earth's layers by viewing a video of Mt. St. Helen's eruption. Whole class discussion of possible causes of the eruption is followed by students reading the textbook explanation of Earth's crust, mantle and core. Finally, students submit a labeled diagram naming Earth's layers and describing conditions of each layer.	(Pre-conference): Planned lesson indicates students will be engaged with the topic of Earth's layers by viewing a video of Mt. St. Helen's eruption. Pairs will collaborate to pose and prioritize questions about volcanoes, and then will plan web research to find answers to their questions in preparation for future presentations explaining the role of Earth's crust, mantle and core in causing the Mt. St. Helen's eruption.	

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

	provides for appropriate level of chancings for an students.			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
This sample evidence is not		SAMPLE I	EVIDENCE	
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.	Lesson plan shows homework collection to check for completion, followed by a textbook reading about river pollution that the whole class will complete by taking turns reading aloud.	Lesson plan indicates a review and class discussion of last night's homework to monitor students' learning of river pollution vocabulary. Students will make corrections to questions they got wrong.	Lesson plan shows a whole class discussion and review of last night's homework, with teacher asking for show of hands to indicate agreement/disagreement with answers given. Plan then calls for teacher to circulate and check as students complete a K-W-L chart listing what they know about river pollution. Students who are unclear about the difference between point and nonpoint source pollution will work on classifying photos, while those who can distinguish between the two will read an article and summarize effects of common point and nonpoint source pollutants in the Connecticut River.	Lesson plan indicates that students will exchange river pollution homework papers and will compare/correct answers through discussion and by referring back to the textbook. Students will then select from a choice of writing an argument to support the claim that "Each individual is responsible for the pollution of Long Island Sound;" creating a graphic representation of different sources of river pollution; or conducting research to compile data in a spreadsheet showing the relative distributions of pollutants in the Connecticut River.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
This sample evidence is not		SAMPLE I	EVIDENCE	
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher creates a list of vocabulary words for the unit on genetics on the board. The students are expected to look up the words in the glossary and hand the list in for credit.	Teacher creates a list of vocabulary words at the beginning of the unit on genetics. Teacher discusses the words with the students and the correct pronunciations of the vocabulary words.	Teacher creates a vocabulary lesson at the beginning of the unit on genetics with the use of word maps (Frayer model). Each student creates a word map, without copying the definition from the textbook, for one of the genetics vocabulary words. The word maps are collected and copied for the entire class to use as reference.	Teacher creates a vocabulary lesson at the beginning of the unit on genetics. Students choose from a menu of vocabulary development strategies to form an understanding of genetics terms.
	Teacher has the students copy definitions from a list of vocabulary located in the textbook.	Teacher plans to have students demonstrate understanding of word relationships by sorting words into categories, grouping them according to key attributes.	Teacher plans to have students demonstrate understanding of word relationships by sorting words into categories, grouping them according to key attributes, and identifying real life connections between the words and their uses.	Teacher plans to have students demonstrate understanding of word relationships by sorting self-selected words into categories, grouping them according to key attributes, and identifying real life connections between the words and their uses. Teacher has the students write sentences using the selected words.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
This sample evidence is not	SAMPLE EVIDENCE			
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.	Students read a description of a lab with no demonstration or engagement in lab activity.	Teacher plans to demonstrate a lab on mixtures. Teacher has a series of questions for students to answer as they observe the lab, e.g., "What happened when substance A and substance B were combined?"	Teacher plans to provide students with guiding questions to use during a lab on mixtures. Questions promote inquiry based on student observations throughout the lab, e.g., "What causes the substances in the beaker to separate after being mixed together?"	Teacher plans for students to collaborate and design a lab experiment on mixtures. Students predict the outcome and provide reasons for their predictions. Students compare actual with predicted results.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Instructional resources and flexible groupings support cognitive engagement and new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.	
This sample evidence is not	SAMPLE EVIDENCE				
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher plans to provide a resource on robotics (article/books/video) that is not appropriate to support the new learning (e.g., resource does not present application of robotics in real world setting).	Teacher plans to assign students to a work group based on an industry that uses robotics. Students research and summarize the information.	Teacher plans for students to select a work group based on an industry that uses robotics (e.g., medicine, aerospace, engineering). Students will research the specific robotic functions that will enhance the products/services of that industry.	Teacher plans for students to build simple robots to perform a specific function (e.g., glide on water, grab a ball), to enhance their understanding of robotics.	

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Criteria for student success	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.	
This sample evidence is not	SAMPLE EVIDENCE				
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher plans to assign a science project. There is no plan for sharing success criteria.	Teacher plans to give students the criteria for success in designing and completing a science project.	Teacher plans specific criteria to share with students for an eighth grade science project. Students will use the criteria as they plan, create, and present their projects.	Teacher plans to collaborate with students to develop a list of criteria for success in designing and completing a science project. Students use the criteria to self-assess and modify their project as needed.	

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
This sample evidence is not	SAMPLE EVIDENCE			
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.	Only an end of unit test will be given after the physical science unit is complete.	The teacher plans to use recall questions, use thumbs up/down to gauge student understanding, yes/no answers with no expansion on answer.	Teacher plans to use whiteboards, online polling tools, specific questions, observations, 3-2-1 summary at different points throughout the physical science lesson.	Teacher plans for students to complete the self-assessment rubric on their physical science lab, and set goals for improving their lab skills.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	
This sample evidence is not	SAMPLE EVIDENCE				
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher asks the students to write down a list of words about the topic of potential energy from the board then define them using the glossary of the textbook.	Teacher tells the students that they will learn about potential energy during the class: "Today we will learn about potential energy."	Teacher writes the following learning outcome on the board: "Describe how different types of stored (potential) energy can be used to make objects move." The teacher discusses the learning outcome with the students, its significance, and what they will be able to do with this information by the end of the class.	Teacher writes the following learning outcome on the board: "Describe how different types of stored (potential) energy can be used to make objects move." The teacher then asks students to turn to the student next to them (groups of two to three) and generate a list of items that have the "potential" to move due to their position, such as a ball at the top of a hill.	

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
This sample evidence is not	SAMPLE EVIDENCE			
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher incorrectly explains that humans have no impact on (don't pollute) water resources in Connecticut.	Teacher tells the students that throwing garbage and dumping chemicals does not have much impact on water resources in Connecticut.	Teacher tells the students that human activity may affect water resources in Connecticut, such as ponds, rivers, and the Long Island ecosystem.	Students form groups and create pamphlets that inform the public about the dangers of polluting local water resources in Connecticut.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical profession and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.	
This sample evidence is not	SAMPLE EVIDENCE				
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher starts the lesson with the topic of the properties of common elements then switches to the topic of genetics.	Teacher starts the lesson with the topic of common elements such as oxygen, hydrogen, iron and aluminum. The teacher transitions the lesson into the topic of the separation of mixtures.	Teacher presents a lesson based upon the same learning outcome from the previous class: "Describe matter and its properties." The teacher had students explore the topic of matter and its properties further in depth by investigation given examples of matter and describing their physical and chemical properties.	As a continuation of the lesson from the previous day, the teacher assembles the students into groups of three to four students and the students must generate a list of 10 objects from the room, describing the physical and chemical properties of the object. The students pick one object from the list and investigate the physical and chemical properties of the object further using different forms of text (Internet, textbook, etc.).	

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
This sample evidence is not	SAMPLE EVIDENCE			
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.	Students are given a packet of vocabulary matching/fill-in worksheets to complete using the textbook as a resource in order to introduce the vocabulary for the unit on the human digestive system, the circulatory system, and the respiratory system.	The teacher and students go to the chapters on body systems (specifically human digestion, circulation and respiration) and read through the bolded vocabulary words together. The teacher pronounces the words and has the students repeat the pronunciation of words.	Teacher creates a word sort for students using all of the vocabulary for the human digestive system, the circulatory system, and the respiratory system unit. The students assign the vocabulary to the system that they belong to. The students explain their classification of the words to the other members of the class.	Teacher creates a word sort for students using all of the vocabulary for the human digestive system unit. The students assign the vocabulary to the system that they belong to. Each group explains to the class their placement of the words in the word sort. The groups are then assigned a system to create 'word maps' for each word (Frayer model). The word maps will be copied and distributed for all groups.

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

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

	evidence-based learning strategies.			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
This sample evidence is not	SAMPLE EVIDENCE			
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher asks basic recall questions to students on the unit on the rock cycle. Examples: "What comes out of a volcano when it erupts? What are the stages of the rock cycle?"	Teacher asks questions that are slightly higher than basic recall, however, they do not elicit application of knowledge or skill to a new situation. Examples: "What type of rock is formed from the slow cooling of magma under the earth's surface? How are igneous rocks formed?"	Teacher asks questions that require analysis of the rock cycle such as: "Discuss the possible outcomes (types of rock formed) when magma erupts from a volcano. Be sure to address the different situations: when lava cools on the crust of the earth and when lava cools inside the crust. What do rocks tell us about our Earth?"	Teachers promote the formation of open-ended questions that connect areas to come up with unique and creative solutions to problems. Examples: "What do rocks tell us about our Earth? How would the Earth be affected if there were no rock cycle? Imagine you are a grain of sand, how will the grain of sand journey through the rock cycle?" Students are provided multiple sources of text to find the answers (textbook, Internet, etc.).
	Students are shown pictures of simple machines, i.e., planes, pulleys and levers, while teacher explains how the create mechanical advantage.	Students are instructed to raise objects with simple machines such as pulleys, levers and inclined planes and asked to explain how they create mechanical advantage.	Students are given specific items and presented with the problem of lifting a heavy object using a minimal amount of force. Students propose solutions to the problem, test their ideas, and present their findings about simple machines and mechanical advantage.	Teacher provides students with the problem of lifting a heavy object using minimal amount of force. Students research simple machines on their own to verify their findings and present their results.

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

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
This sample evidence is not		SAMPLE I	EVIDENCE	
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher consistently places students in same group arranged alphabetically by last name. Students use only a textbook to answer questions on worksheet.	Teacher places students in heterogeneous groups performing the same activity for the duration of the class.	Teacher introduces a topic with an activity where students are arranged in heterogeneous groups. Students are regrouped in a subsequent activity according to common interest in areas of further study provided by the teacher.	After introduction of topic, students are given opportunity to determine a strategy for grouping and allowed to choose areas for further study.

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

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

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
This sample evidence is not	SAMPLE EVIDENCE			
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher shows slide presentation about a scientific principle to students, and then students individually write responses to questions and problems. Teacher collects, corrects and returns student work.	Teacher shows slide presentation to students, then has students answer questions and solve problems in groups. Teacher posts solutions and rubrics for students to assess their work. Solution is provided by teacher.	Teacher introduces scientific principle with a demonstration. Students are placed in groups where they are asked to write questions and create problems pertaining to the principles. Teacher monitors students for inaccuracies and misconceptions. Student questions and problems are posted online for other students to respond to.	Members of groups discuss, explain and respond to inquiries about their questions and problems they created.

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to selfassess.	Communicates specific criteria for success and provides multiple opportunities for students to selfassess.	Integrates student input in generating specific criteria for assignments.	
This sample evidence is not		SAMPLE EVIDENCE			
comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	Teacher assigns a laboratory report but does not provide guidelines, sample report, or rubric.	Teacher states, "As you write your lab report, make sure you include all the necessary parts, including a conclusion."	Teacher states, "As you write your lab report, be sure to follow the guidelines provided. Refer to the rubric to help check the quality of your work. Let's review the guidelines and rubric to be sure we understand the expectations."	Teacher creates opportunities for students to contribute to the creation of a rubric. As a result, students suggest addition of a participation grade as part of the lab report rubric.	
	Teacher says, "When you have finished your reading on genetically modified organisms (GMO), turn in your summary and I will tell you what we are doing next."	Teacher says, "Before you turn in your article on genetically modified organisms (GMO), be sure that you have rechecked your evidence from the article."	Teacher says, "After you complete your article on genetically modified organisms (GMO), your peers will read and comment on your evidence extracted from the article. Read and make the appropriate changes before moving on to the next step."	Student A says to student B: "We need to get out our rubric and self-assess-our paper on genetically modified organisms (GMO)."	

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.	
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE				
	Teacher says, "Put your finished worksheets on your desk so I can come around and check your work as a completed assignment. I just want to know that you have completed your work."	Teacher says, "Put your finished worksheet on the desk. Did everybody understand how the energy in an ecosystem flows through a food chain? Students nod their head and teacher says, "Good, we all got it."	Teacher checks in with each group and asks pointed questions to check students' understanding of how energy in an ecosystem flows through a food chain.	Students check each other's understanding of how energy flows through a food chain. Student says to partner, "In this diagram energy transfers about 10% of its energy to each trophic level. A plant (producer) is eaten by a caterpillar (primary consumer), which is eaten by a bird (secondary consumer)"	

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.	
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE				
	Teacher says, "Your project right now is barely passing. Add more detail and you could pass."	Teacher says, "Your work on your project is getting better. Be more specific on your background details on your project."	Teacher says, "Your eye for detail on your project is wonderful. To make your project even better, please add in more figures and concrete facts in your data and conclusion. What type of concrete facts and data can be added to make it more informative?"	Teacher says, "As you prepare to finalize your project, please refer to the five final probing questions located on the front board. Work in your focus groups to complete your work."	
	Student says, "I think I am finished with my report." Teacher says, "Look again."	Student says, "I added more detail to my report, but I do not know what else to do?" Teacher says, "Add in one more specific detail in your report."	Student says, "I re-read my entire report and followed my check list." Teacher says, "Your addition of more specific detail in your report has really strengthened your conclusion. However, do you think this could be easily replicated given the instructions you have provided?"	Teacher provides opportunities for students to peer edit their reports. One student says to another student, "You told me my report was confusing. I rewrote it. Can you read it again to see if I need to make any more changes?"	

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

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY	
ATTRIBUTES				In addition to the characteristics of Proficient , including one or more of the following:	
Instructional adjustments 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.	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.	
	SAMPLE EVIDENCE				
	A student group asks for help with the lab directions. Teacher says, "Don't worry about it, and just move on to the experiment."	Teacher says, "I noticed that most students are finished with their material list. This will help us with moving on to writing our procedures, continue on."	A few students say they are not sure how to distinguish between an independent and dependent variable. Teacher stops the lesson and regroups the class to correct the possible misnomer.	Teacher says, "We have identified, designed, experimented and concluded our experiment. Now take out your rubric and self-evaluate. Once you have self-evaluated, please consult with your lab partner to provide suggestions for improving this activity."	