

Resource 2.2

Key Lever Deconstruction: Creating a Visual Thinking Map

Creating a visual thinking map, as described in the table below, is designed to allow for you to look across an entire domain and identify some of the broader key levers within a rubric. Rubric language can be added directly to the table, and the instructional leader can then summarize those differences between the ratings while also considering apparent patterns or trends across the levels. Pulling out the relevant (and potentially challenging phrases) of the “Proficient” and “Developing” descriptions within a domain allows you to examine these side by side, looking at important themes that emerge.

In the sample below, the observer noted core differences between “Developing” and “Proficient” in the CCT Domain of Instruction for Active Learning, (see below) allowing him to identify some important distinctions about practice, such as the level of teacher control in the class versus student ownership.

Review the descriptions in the table. As you do, you can reference the language from the rubric, which has been provided following the table.

TABLE 2.6 KEY LEVER APPROACH 2

Domain: Instruction for Active Learning		
Rating: “Developing”	Key Levers	Rating: “Proficient”
Lesson does not tie past and future learning to present task (CCT 3a)	Intentional, “big picture” thinking/context of lesson is evident to students Reduction of teacher control and increase of student ownership in the learning, including assessment of learning Use of meaningful and relevant tasks	Teacher states lesson purpose and ties to both past and future learning (CCT 3a)
Teacher questions guide students to “correct” answers (CCT 3b)		Teacher uses questioning strategies to guide students to build their own learning and to promote thinking (CCT 3b)
Groupings remain stagnant throughout the lesson or unit (CCT 3b)		Teacher varies groupings based on a variety of factors, resulting in student engagement (CCT 3b)
Discussion generally flows through the teacher (CCT 3b)		Students frequently talk to each other without teacher intervention or support (CCT 3b)
Teacher provides general criteria of success (CCT 3c)		Students self-assess based on a specific criteria (CCT 3c)

A completed key lever table like this one can serve as a valuable resource to support communication with teachers about the most important elements of and distinctions within classroom instruction. Often, as in any quality learning, engaging in this process with others and/or sharing your findings with the teachers you serve will help to expand and solidify your understanding and ultimately promote a collaborative approach to use of the rubric.

3: Instruction for Active Learning

Indicator 3a Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Implementing instructional content¹ for learning.

	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.	Communicate learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students 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.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors	Invites students to explain the content to their classmates.
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 progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies²	Presents instruction with few opportunities for students to develop literacy skills and/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.

Text in RED reflects common core state standards connections.

1 Content: Discipline-specific knowledge, skills, and deep understandings as described by relevant state and national professional standards.

2 Literacy strategies: To convey meaning and understand meaning in a variety of text forms (e.g., print, media, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline.

Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.



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

Indicator 3b

	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, 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.
Instructional resources³ 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.
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.

Text in Red reflects Common Core State Standards connections.

3 Instructional resources: Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.



3: Instruction for Active Learning

Indicator 3c Teachers implement instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

Assessing student learning, providing feedback to students and adjusting instruction.

	Below Standard	Developing	Proficient	Exemplary
Attributes	In addition to the characteristics of Proficient , including one or more of the following:			
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
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.
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.
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.