

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging		Developing		Proficient		Distinguished	
1E1) The emerging teacher...		1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...	
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames							
Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i>		Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i>		Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i>		Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i>	
Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i>		Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		Evidence of Practice <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i>		Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i>	
Evidence of Impact <i>Students are generally familiar with academic language</i>		Evidence of Impact <i>Students are able to use academic language</i>		Evidence of Impact <i>Students accurately use academic language related to their discipline</i>		Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i>	
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
<ul style="list-style-type: none"> • Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design 	<ul style="list-style-type: none"> • Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards 	<ul style="list-style-type: none"> • Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
<ul style="list-style-type: none"> • Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies 	<ul style="list-style-type: none"> • Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations 	<ul style="list-style-type: none"> • Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports 	<ul style="list-style-type: none"> • Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments 	<ul style="list-style-type: none"> • Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions