

Danielson Framework for Teaching Rubrics by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1a: Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

1c: Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>



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1d: Demonstrating Knowledge of Resources

Unsatisfactory	Basic	Proficient	Distinguished
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources— not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources— not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

1e: Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>



**Marzano Teacher Evaluation Model by Washington State Criteria
For Use in the 2012-13 School Year – Version 1.1**

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
Component 4.1: Attention to Established Content Standards			
<i>The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.</i>			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not demonstrate adequate knowledge of the subject and/or the standards for the subject.	The teacher demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the subject.	The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject.	The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.
Component 4.2: Use of Available Resources and Technology			
<i>The teacher plans and prepares for the use of available materials, including technology.</i>			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher identifies the available materials that can enhance student understanding but does not clearly identify or describe the manner in which they will be used.	The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used.	The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.



**CEL 5D+™ Teacher Evaluation Rubric 2.0 by Washington State Criteria
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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
<i>P2 Purpose – Standards: Connection to previous and future lessons</i>			
Unsatisfactory	Basic	Proficient	Distinguished
The lesson is rarely or never linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in a logical progression.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.
<i>CP1 Curriculum & Pedagogy – Curriculum: Alignment of instructional materials and tasks</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Instructional materials and tasks rarely or never align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks frequently align with student’s level of challenge.	Instructional materials and tasks align with the purpose of the unit and lesson. Materials and tasks consistently align with student’s level of challenge.
<i>CP2 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding.	Teacher occasionally uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding.	Teacher frequently uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding.	Teacher consistently uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding.
<i>CP3 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Pedagogical content knowledge</i>			
Unsatisfactory	Basic	Proficient	Distinguished
Instruction is rarely or never consistent with pedagogical content knowledge and does not support students in discipline-specific habits of thinking.	Instruction is occasionally consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is frequently consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.	Instruction is always consistent with pedagogical content knowledge and supports students in discipline-specific habits of thinking.



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CP4 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Teacher knowledge of content

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.</p>	<p>Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.</p>	<p>Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.</p>	<p>Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.</p>

