

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

P2 Purpose – Standards: Connection to previous and future lessons	
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Written and verbal learning targets • Students able to review/own words previous lesson <p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Students provided with learning progressions. • Students understand how the lesson relates to previous lesson (only difference between proficient and distinguished)
Evidence	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Scope and sequence of lessons • Video of student review <p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Graphic organizers that link lessons. • Check off • Teacher shows how the lesson fits the larger goal • Students revise work from a previous lesson using the newly presented information.

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CP1 Curriculum & Pedagogy - Curriculum: Alignment of instructional materials and tasks		
Actions	<p>Proficient</p> <ul style="list-style-type: none"> • Common Core State Standards aligned materials used at grade level. • Scope & Sequence & CCSS used to plan grade level activities • Stated targets • Teacher uses materials that meet various student abilities 	<p>Distinguished</p> <ul style="list-style-type: none"> • CCSS aligned materials at various student ability levels • Scope & Sequence & CCSS used to plan various activities at students' challenge level • Teacher adjusting lesson in the moment based on student needs (in addition to proficient)
Evidence	<p>Proficient</p> <ul style="list-style-type: none"> • Grade level materials used (ex. Class set of novel) with support for students below grade level (ex. Highlighted text) and above grade level (ex. Additional related readings assigned) • Student choice incorporated into materials and tasks. 	<p>Distinguished</p> <ul style="list-style-type: none"> • Multiple resources used based on student ability (ex. Novel sets at multiple reading levels for different small groups) for each lesson • Instructional materials include content accessible to all students and materials that challenge all students. • Student choice incorporated into materials and tasks.

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CP2 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding		
Actions	Proficient <ul style="list-style-type: none"> • Ask students to compare/contrast Gettysburg Address and other wartime presidential speeches. • Analysis 	Distinguished <ul style="list-style-type: none"> • Ask students to identify another country engaged in Civil War and write speech with purpose and goals that match the need of country • Synthesis
Evidence	Proficient <ul style="list-style-type: none"> • Students use primary source documents, then use Venn diagrams or + charts to compare/contrast purpose and goals of wartime presidential speeches. • Students record and document information understand why to do it that way. 	Distinguished <ul style="list-style-type: none"> • Students research, write and give speech; defend rational for the speech. • Students complete a project using skills learned (data gathering graphing) and share out learning.

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CP3 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Pedagogical content knowledge					
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CP4 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Teacher knowledge of content		
Actions	<p>Proficient</p> <ul style="list-style-type: none"> • Solid understanding of how discipline based concepts relate to or build upon one another in the unit or lesson • Teacher walks around the room, listens to students • Teacher can answer student questions about content proficiently in a focused manner. 	<p>Distinguished</p> <ul style="list-style-type: none"> • In-depth understanding of how discipline based concepts relate to or build upon one another over time. • Teacher has in-depth content and conceptual knowledge to make “in the moment” decisions to move student learning.
Evidence	<p>Proficient</p> <ul style="list-style-type: none"> • Teacher questions guiding students to identify misconceptions 	<p>Distinguished</p> <ul style="list-style-type: none"> • Teacher explains connection to future work. • Teacher identification of misconceptions that impact future learning. • Teacher diagnoses students mistakes to determine root cause.