

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"> • Teacher links lesson to prior and future lessons • Lessons build on each other in a logical progression • Teacher reminds students of future importance of skill/product • Students use prior knowledge in lesson, can utilize knowledge in ongoing progress • Students are asked to recall learned information
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Purpose is posted and referenced in past and future applications • Work shows students incorporate past skills into present assignments
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • 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 the previous lesson • Bloom's taxonomy
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Purpose is posted and referenced in past and future applications • Students do "proficient" and teach each other about links between past and future topics

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CP1 Curriculum & Pedagogy - Curriculum: Alignment of instructional materials and tasks	
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Instructional materials and task align with the purpose of the unit and lesson • Alignment to the CCSS • Student materials and tasks frequently align with student's level of challenge • Work frequently aligns with student ability
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher has materials for differentiated instruction • Student completes most work at his optimal ability level
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Instructional materials and task align with the purpose of the unit and lesson • Materials and task consistently align with students level of challenge • Work consistently aligns with student ability
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher provides ways for students to differentiate own learning task • For ever lesson students complete work at his optimal ability level

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CP2 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Discipline-specific conceptual understanding	
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher frequently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding • Students use discipline specific strategies to complete assignments
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher frequently lists or posts resources/techniques specific to discipline • Student frequently and explicitly applies discipline specific thinking in work or talk
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher consistently uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding • Student can identify and explain discipline specific concepts and strategies
	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher consistently lists or posts resources/techniques specific to discipline • Student consistently and explicitly applies discipline specific thinking in work or talk and can defend their thinking

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CP3 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Pedagogical content knowledge		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher encourages students to become content experts, i.e., historian, authors, etc. • Instruction is frequently consistent 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Student teacher conferences • Peer conferences • Instruction is always consistent
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Assignments • Lesson plans 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Portfolio • Assessment • Rubric • Identifying which needs are being met and how in lesson plans

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CP4 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Teacher knowledge of content		
Actions	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Teacher demonstrates solid knowledge of subject area • Teacher use discipline-specific best practices in lessons and lesson planning 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Teacher demonstrates deep knowledge that reflect authentic ways of reading, writing, and thinking/reasoning in the discipline • Differential instruction for students with different learning needs with appropriate scaffolding • Teacher adds non-text materials in presentation • Teacher gets class actively involved
Artifacts	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> • Student instructional materials are challenging, supportive, and aligned with student learning targets 	<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> • Within the discipline, students are performing as an “expert” in the field (acting as scientists, historians, writers, etc.)