

**2.10 Applies expert content knowledge to ensure, enrich and extend student learning, including: (C: 4.1, 4.3)**

	<b>Basic (1.0 - 1.9)</b>	<b>Developing (2.0 - 2.9)</b>	<b>Proficient (3.0 - 3.9)</b>	<b>Advanced (4.0)</b>
<b>Accuracy and Depth of Knowledge</b>	<p>No evidence OR any of the following occur with consistency:</p> <p>a. Demonstrates lack of depth of knowledge in lessons, presenting superficial or insufficient detail to build students' content knowledge</p> <p>b. Demonstrates limited background knowledge during instruction (e.g. in presenting content, answering students' questions)</p> <p>c. Sought out no additional content in planning lessons (obvious in documentation, resources)</p> <p>d. Makes frequent errors in knowledge in plans or instruction</p> <p>e. Selects materials or resources that present inaccurate knowledge or allows inaccuracies in materials to go unchallenged</p> <p>f. Demonstrates no initiative in strengthening own weaknesses in knowledge once identified by others</p>	<p>Demonstrates all of the following in planning lessons, but may not have the opportunity to implement sufficient numbers of lessons to demonstrate proficiency:</p> <p>a. Consistently includes content knowledge with depth and sufficient detail to build students' content knowledge in lessons</p> <p>b. Consistently demonstrates adequate background knowledge in all areas of responsibility (e.g., presenting content, answering questions)</p> <p>c. Sought out additional content information to plan lessons (obvious in documentation, resources)</p> <p>d. Makes rare, if any, errors in knowledge, as observed by others or in written plans</p> <p>e. Selects materials or resources that present accurate knowledge AND challenges/corrects inaccuracies that do exist in materials</p> <p>f. Demonstrates initiative in strengthening own weaknesses in knowledge once identified by self and others</p>	<p>Demonstrates all of the following consistently across lessons during a semester:</p>	<p>Meets criteria for "Proficient" AND demonstrates advanced depth and breadth of content knowledge by planning and implementing lessons as demonstrated by:</p> <p>a) consistent ability to add depth and correct student misconceptions and inaccuracies "on the spot"/incidentally and</p> <p>b) quality research to enhance depth of knowledge</p>
<b>Multiple Representations of Knowledge</b>	<p>No evidence OR consistently organizes or represents knowledge so that it is not developmentally appropriate</p> <p>No evidence OR fails to provide examples or represent knowledge within lessons that is relevant to students' interests or backgrounds</p>	<p>Plans lessons that organize and represent knowledge so that it is developmentally appropriate for students for the age/grade level whom it is planned; may not have the opportunity to implement the lessons</p> <p>Plans lessons that provide examples and represent knowledge in ways that are relevant to students' interest or backgrounds; may not have the opportunity to implement the lessons</p>	<p>Plans and implements instruction across lessons that organize and represent knowledge so that it is developmentally appropriate for students for the age/grade level for whom it is planned</p> <p>Plans and implements instruction that includes multiple representations and explanations/examples of disciplinary concepts for key ideas that are linked to the interests and prior understanding of students</p>	<p>Meets criteria for "Proficient" and demonstrates advanced skills by <u>consistently</u> providing multiple representations of knowledge across many lessons AND spontaneously providing additional examples during instruction and in incidental/informal teaching</p>

<b>Multiple</b>	No evidence OR only presents information and examples in student materials and/or teacher's manual; cannot spontaneously explain or give examples to enhance or present information in a different way	Plans at least one lesson that includes more in-depth examples, information, and/or applications than present in student materials and teacher's manual	Plans and implements numerous lessons that include more in-depth examples information and/or applications than in student materials and teacher's manual AND demonstrates ability to spontaneously provide multiple examples during instruction to strengthen students' comprehension	See above
<b>Learning Resources</b>	No evidence of teaching resources that provide additional content knowledge OR selects/develops supplemental teaching resources with inaccurate, incomplete, or misleading knowledge	Plans lessons that include learning resources from different sources that accurately represent and enhance content knowledge, including at least one example of teacher-constructed resources	Frequently plans and implements instruction that includes supplemental learning resources that present more accurate, comprehensive, and useful representations of ideas and concepts; several examples are teacher-constructed	Demonstrates consistent use of supplemental resources that present more accurate, comprehensive, and useful representations of ideas and concepts; many examples are teacher-constructed
<b>Differing Viewpoints &amp; Diverse Perspectives</b>	No evidence OR consistently presents one viewpoint, even when others may be accurate	Plans at least one lesson that presents more than one viewpoint; may not have the opportunity to implement the lessons	Plans and implements several lessons requiring students to consider differing viewpoints and theories in teaching subject matter content	Meets criteria for "Proficient" across numerous lessons by requiring students to consider differing viewpoints and/or theories
	No evidence of planning in which students interpret ideas from more than one perspective	Demonstrates at least one example of an activity in which students are required to interpret ideas from diverse perspectives (e.g., in debates, analyzing readings, understanding perspectives of different characters in a story)	Plans and implements several lessons containing an activity requiring students to see/question/interpret/reinterpret ideas from diverse perspectives or different points of view	Meets criteria for "Proficient" across numerous lessons and activities that require students' interpretation of ideas from differing viewpoints or perspectives
<b>Inquiry</b>	No evidence of requiring students to generate knowledge through hypothesis testing or question-generation inquiry	Plans at least one effective activity that requires question-generation and one that requires hypothesis development by students	Plans and implements at least one example of instruction that requires question-generation and one that requires hypothesis development by students	Demonstrates flexibility and consistency in guiding students to engage in question-generation and hypothesis development by effectively implementing numerous lessons
	No evidence of requiring students to use a method of inquiry to test hypotheses or answer/research questions OR repeatedly uses one method of inquiry, even when others may be more useful	Plans lessons that include at least two methods of inquiry or "ways of knowing" to test hypotheses or answer/research questions	Plans and implements at least 2 lessons that require students to apply different methods of inquiry and standards of evidence used in the discipline to test hypotheses or answer/research questions	Demonstrates flexibility and consistency in guiding students to apply different methods of inquiry and standards of evidence in numerous lessons

<b>Interdisciplinary Learning</b>	No evidence of planning any lessons with opportunities for students to research and/or synthesize information from several subject areas	Plans interdisciplinary learning that requires students to research and/or synthesize information from several subject areas; includes at least one example in the portfolio but plan may not be implemented	Plans and implements interdisciplinary learning that requires students to research and/or synthesize information from several subject areas in at least one lesson	Meets criteria for "Proficient" across numerous lessons, integrating different content areas
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**NOTE: Knowledge is evaluated in Standard 2.11**

**Operationalization/Criteria:**

**Guidelines for Admission to Education:** *Not evaluated at admission to education*

**Guidelines for Admission to Student Teaching:**

Benchmark is a rating of "Developing" in all dimensions based on the criteria in the rubric.

**Evidence to Be Evaluated:** Lesson plans, possible videoclip of teaching a lesson, reflection if the lesson was taught, field experience evaluations and narrative evaluations of lessons by classroom teachers

**Guidelines for Program Completion/Student Teaching:**

1. Required for program completion are ratings of "Proficient" on all dimensions.
2. Observe a plans and instruction for a variety of lessons in different content areas of responsibility.
3. Evaluate teacher reflections and/or K-12 student work samples to review flexibility in planning instruction.
4. Consistency = requires fluency/repetition, including documentation of competence in different content lessons.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *In her TWS on World War I, he required fiction and non-fiction readings and assigned journal entries that explored various characters' points of view towards going to war.*

**Evidence to Be Evaluated:** TWS, lesson plans, lesson plan book, unit plans, reflections and weekly logs, direct observation of teaching, videoclips of teaching, student work and assessment results, feedback from interviews with other teachers who have observed his/her instruction (e.g., mentor, cooperating teacher)

**Rationale:**

Carter, K. (1990). Teachers' knowledge and learning to teach. In W.R. Houston (ed.). *Handbook of research on teacher education*. New York: Macmillan, pp. 291-310.

Grossman, P. L. (September-October 1989). A study in contrast: Sources of pedagogical content knowledge in secondary English. *Journal of Teacher Education*, 24-32.

Ornstein, A.C., & Lasley, T.J. (2004). *Effective teaching*, 4th ed. Boston, MA: McGraw Hill.

Shulman, L. (March-April 1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14.

Shulman, L. (February 1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 1-22.