Evaluation Rubrics for CSTP: STANDARD THREE
Understanding and Organizing Subject Matter for Student Learning

Evaluator:_____ Teacher: _____ Date of Observation: _____

	UNSUCCESSFUL *Practice Does Not Meet Standards*	**BEGINNING/ NEEDS IMPROVEMENT** *Practice Partially Meets Standards*	**SUCCESSFUL** *Practice Meets Standards*	**INTEGRATING/ EXEMPLARY** *Practice Exceeds Standards*	**INNOVATING** *Practice Exceeds Standards*
3.1 Demonstrating knowledge of subject matter academic content standards and curriculum frameworks.	Has a limited or very basic knowledge of subject matter, related academic language and academic content standards. ☐	Examines concepts in subject matter and academic language to identify connections n between academic content standards and instruction. ☐	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards. ☐	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students. ☐	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning. ☐
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.	Demonstrates little or no knowledge of student development. Introduces little or no subject-specific vocabulary. ☐	Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. Implements learning activities based on this knowledge. Explains academic vocabulary, text format, and may teach subject specific vocabulary following curriculum guides. ☐	Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, keywords with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities. ☐	Integrates knowledge of range of students' development into instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities. ☐	Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter. ☐

Standard Three: Understanding and Organizing Subject Matter for Student Learning Cont.

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3.3 Organizing curriculum to facilitate student understanding of the subject matter.	Limited focus on core curriculum and skills. May attempt to follow organization of curriculum as provided by site and district to support student understanding of subject matter. ☐	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter. ☐	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding. ☐	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding. ☐	Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what they do and don't understand. ☐
3.4 Utilizing instructional strategies that are appropriate to the subject matter.	Minimal or no variation to instructional strategies to make the content accessible to students. ☐	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter. ☐	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' divers learning needs. ☐	Integrates instructional strategies appropriate to subject matter to meet students' divers learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter. ☐	Uses a repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students toward a deep knowledge of subject matter. ☐

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3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.	Uses basic instructional materials, resources and technologies with little or no adjustments for specific lessons to support student learning. ☐	Explores additional instructional materials and resources to make subject matter accessible to students. Explores how to make technological resources available to all students. ☐	Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity in the classroom and support differentiated learning. Guides students to use available print, electronic, and online resources based on individual need. ☐	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support for students. ☐	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. Ensures that students are able to obtain access to a wide range of technologies through ongoing links to outside resources and support. ☐
3.6 Addressing the needs of English learners to provide equitable access to the content.	Has limited or no knowledge of students' primary language and EL proficiencies. Provides minimal or no materials and support to help English Learners access content. ☐	Seeks additional information describing elements of culture and language proficiencies. Assesses English learners' performance to identify gaps in EL development. Attempts to scaffold content using visuals, models, and graphic organizers. ☐	Identifies students' language proficiencies. Differentiates instruction using one or more components of ELD. Creates and implements scaffolds to support standard-based instruction using literacy strategies, SDAIE, and content level ELD standards. ☐	Integrates knowledge of ELD and students' strengths and needs into language acquisition. Develops and adapts instruction to provide a wide range of scaffolded supports for both language and content. ☐	Engages, supports, and monitors English Learners in assessment of their progress in ELD development and in meeting content standards. Is resourceful and flexible in the design and adjustment of scaffolds. ☐

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3.7 Addressing the needs of students with special needs to provide equitable access to the content.	Has limited or no knowledge of the range of students identified with special needs and their learning goals. Rarely or never attends meetings with resource personnel and families. Has limited knowledge about referral processes and IEP processes for students with special needs. ☐	Seeks additional information on special needs students to address challenges and support lessons. Cooperates with resource personnel and families during meetings in support of learning plans. Seeks additional information on students to determine appropriateness for referral or implementation of IEP. ☐	Utilizes information on special needs students to assess strengths to provide appropriate challenge and accommodations in instruction. Communicates regularly with resource personnel and families to ensure student services are provided and progress is made. Refers students in a timely and appropriate manner supported with documented data on attempted interventions. ☐	Integrates accommodations adaptations, and extensions to instruction for special needs students to ensure adequate support and challenge. Collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. Initiates and monitors referral process and IEP implementation to ensure that students receive support that is integrated into the core curriculum. ☐	Supports special needs students to actively engage in the assessment and monitoring of their own strengths, learning needs and achievements. Collaborates with colleagues, support staff, families, and students in creating a coordinated program to optimize success of the special needs student. Provides leadership and collaborates with resource personnel to ensure the smooth and effective implementation of the referral process and IEP. ☐