

CONTENT KNOWLEDGE: Effective teachers have a deep understanding of the content that they teach and make it current and relevant for all students. (AQTS 1.1,1.2,1.3)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● <u>Learning target</u>: does not provide the lesson’s purpose and/or target ● <u>Academic vocabulary</u>: does not use or limited use of correct academic vocabulary ● <u>Connections</u>: presents content in isolation without connections ● <u>Questioning</u>: does not provide opportunities for student questions related to the content ● <u>Learning</u>: does not provide evidence of content knowledge or planned learning, lectures content 	<ul style="list-style-type: none"> ● <u>Learning target</u>: provides a minimal understanding of the lesson’s purpose and target ● <u>Academic vocabulary</u>: uses limited academic vocabulary correctly ● <u>Connections</u>: provides minimal opportunities or overlooks opportunities for students to make connections ● <u>Questioning</u>: provides limited opportunities for student questions related to the content ● <u>Learning</u>: directs and owns all learning, one path toward mastery 	<ul style="list-style-type: none"> ● <u>Learning target</u>: provides a clear understanding of the lesson’s purpose and target ● <u>Academic vocabulary</u>: correctly uses and provides multiple opportunities for students to use academic vocabulary ● <u>Connections</u>: models and provides opportunities for students to make important real-world content connections ● <u>Questioning</u>: encourages content-based student questions and provides feedback that promotes learning ● <u>Learning</u>: releases learning to students, provides multiple pathways and resources to learning 	<ul style="list-style-type: none"> ● <u>Learning target</u>: helps students arrive at a clear understanding and relevance of the lesson’s purpose and target (essential questions) ● <u>Academic vocabulary</u>: provides multiple opportunities for the students to use and build on academic vocabulary ● <u>Connections</u>: challenges students to extend real-world connections to multiple contexts ● <u>Questioning</u>: prompts open-ended, content-based questions that promote opportunities for research and/or extended thinking ● <u>Learning</u>: promotes opportunities for student-directed learning that extends knowledge, student-talk predominates
S T U D E N T S	<ul style="list-style-type: none"> ● <u>Learning target</u>: are not aware of or cannot explain the learning target ● <u>Academic vocabulary</u>: do not use academic vocabulary ● <u>Connections</u>: do not make content-related connections ● <u>Opportunities for questions</u>: do not ask questions related to the content 	<ul style="list-style-type: none"> ● <u>Learning target</u>: can explain, but do not demonstrate an understanding of the learning target ● <u>Academic vocabulary</u>: use some academic vocabulary ● <u>Connections</u>: make minimal content-related connections ● <u>Opportunities for questions</u>: ask questions that may or may not relate to the content 	<ul style="list-style-type: none"> ● <u>Learning target</u>: can explain and demonstrate an understanding of the learning target ● <u>Academic vocabulary</u>: correctly use academic vocabulary ● <u>Connections</u>: make connections (cross-curricular, past/future, and real-world) ● <u>Opportunities for questions</u>: ask questions about the content 	<ul style="list-style-type: none"> ● <u>Learning target</u>: communicate a deep understanding of the learning target ● <u>Academic vocabulary</u>: correctly use, apply, and own high-level academic vocabulary ● <u>Connections</u>: apply and communicate multiple connections to demonstrate mastery of the learning target ● <u>Opportunities for questions</u>: collaborate to generate and answer content-specific questions that extend their depth of knowledge