



Standard 3 Rubric
Essential Element 3.1 for Practitioners with Temporary and Probationary Status

Essential Element 3.1	Not Meeting Standards	Meeting Standards			
		Developing			
<p><i>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</i></p>	<p>Has foundational knowledge, but makes content errors and/or does not understand the prerequisite skills/knowledge students need when planning instruction.</p>	<p>Understands the subject matter concepts, academic language, and academic content standards, but rarely explains the relationship to students.</p> <p>Does not demonstrate awareness of common student error/misconception.</p> <p>Few, if any, attempts to demonstrate connections and relevance to students.</p>	<p>Understands and clearly explains the relationship between subject matter concepts, academic language, and academic content standards.</p> <p>Clearly demonstrates connections and relevance to students.</p> <p>Aware of common student error/misconception.</p>	<p>Uses broad knowledge of the relationship between matter concepts, academic content standards, and academic language in ways that ensure clear connection and relevance to students.</p> <p>Anticipates and is able to address common student error/misconception.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction to extend student learning and is able to connect topic to other disciplines.</p>

Adapted from the Continuum of Teaching Practice



3.1 Demonstrating knowledge of subject matter academic content standards

Strategies below are suggestions NOT requirements

How might I ...	P-12 Strategies
<p>- ensure that my subject matter knowledge is sufficient to support student learning?</p>	<ul style="list-style-type: none"> ▪ Access students’ prior knowledge ▪ Utilize content related research in lessons ▪ Remain current with subject matter and teaching methods ▪ Participate in Professional Learning Community discussions ▪ Reflect on student assessment results and modify lessons and teaching as needed ▪ Use GLAD strategy – Big Books, Clunkers and Links, Focused Reading, Learning Logs ▪ Other
<p>- continue to keep my subject matter knowledge current?</p>	<ul style="list-style-type: none"> ▪ Research materials to teach standards, via professional texts, ancillary resources and internet ▪ Utilize content related research in lessons ▪ Continue professional development through workshops, courses, and professional organizations ▪ Participate in Professional Learning Community discussions ▪ Other
<p>- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?</p>	<ul style="list-style-type: none"> ▪ Post and explicitly state learning targets and standards ▪ Make learning target connections to the real world, transparent ▪ Address basic, content, and academic vocabulary ▪ Align curricular materials and supplemental resources with state standards\ ▪ Use GLAD strategies – 10/2 lecture, Picture Files Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants and Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraph, Writers Workshop, Learning Logs, Interactive Journals, Big Books ▪ Other



How might I ...	P-12 Strategies
<p>- integrate key concepts, themes, relationships, and connections across subject matter areas?</p>	<ul style="list-style-type: none">▪ Use resources to pre-plan▪ Use graphic organizers (e.g. Venn diagrams and thinking maps)▪ Explicitly state connections across subject areas▪ Ensure students express connections verbally or in written assignments▪ Use GLAD strategies – 10/2 lecture, Picture Files Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants and Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraph, Writers Workshop, Learning Logs, Interactive Journals, Big Books▪ Other
<p>- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?</p>	<ul style="list-style-type: none">▪ Include multiple perspectives in lessons▪ Reflect on student assessment results and modify teaching as needed▪ Use graphic organizers (e.g. Venn diagrams, compare/contrast charts or thinking maps)▪ Use cross-cultural surveys▪ Utilize debates and discussions▪ Use resources to pre-plan▪ Use GLAD strategies – 10/2 lecture, Picture Files Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial Input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants and Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraph, Writers Workshop, Learning Logs, Interactive Journals, Big Books▪ Other



How might I ...	P-12 Strategies
- maintain and utilize current understanding of relevant content standards and frameworks?	<ul style="list-style-type: none">▪ Participate in Professional Learning Community discussions related to content standards▪ Participate in cross grade-level content standards and frameworks conversations in core subject areas: English/Language Arts, Math, History/Social Studies, and Science▪ Engage in cross grade-level (K-5, 6-8, 9-12) articulations meetings to unpack state standards relative to specific content areas▪ Other

* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.