

Standard #1: Knowledge of the subject(s) taught and how they related to other subjects

(Measure of goal attainment: Options include: Lesson plans and teacher observations)

Elements	Distinguished	Proficient	Marginal	Unsatisfactory	Suggested Measures of Goal Attainment
1.1 Identifying how knowledge in a subject is created, organized and integrated with other disciplines	Demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge.	Demonstrate a thorough knowledge of content and makes connections between the content and other parts of the discipline and other disciplines.	Demonstrates basic content knowledge but cannot articulate connections within the subject and with other disciplines.	Makes content errors and/or does not correct content errors students make.	Lesson plans that demonstrate alignment of standards and cognitive activities, content/unit maps.
1.2 Identifying content of subject matter being taught as defined in the standards	Demonstrates exceptional grasp of subject matter being taught as defined in the standards and ability to articulate it. Builds on knowledge of prerequisite relationships when describing instruction.	Has working knowledge and articulates content of subject matter being taught as defined in the standards. Plans and practices reflect understanding of prerequisite relationship among topics and concepts.	Indicates some awareness of content of subject matter being taught as defined in the standards, although such knowledge may be incomplete or inaccurate.	Has little or no knowledge of content of subject matter being taught as defined in the standards of the curriculum or prerequisite knowledge.	Activating strategies include prerequisite knowledge, lesson plans that demonstrate alignment of standards and cognitive activities, content/unit maps.
1.3 Responding to student inquiries	Demonstrates exceptional ability to respond to student inquiries with relevant information and multiple sources for further information. Anticipates student misconceptions.	Responds appropriately to student inquiries with relevant information and/or sources to discover further information.	Responds to student inquiries with partial or incomplete information.	Demonstrates inability to respond to student inquiries or to recommend relevant resources.	Classroom observations where tracking occurs regarding response to student inquiries.
1.4 Presenting accurate information	Presents accurate, extended information with emphasis on that which is most current and relevant to the topic/content being taught.	Presents accurate information. Extends and provides examples which relate the subject matter to life experiences.	Presents information which includes some inaccuracies and provides minimal number of relevant examples.	Presents many inaccurate facts and/pr information and cannot or does not provide relevant examples.	Classroom observations, lesson plans where teachers highlight evidence, authentic examples.