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| **ADV - depth of content knowledge** | ***NOT MET*** | ***MET*** |
| 1 | 2 | 3 | 4 | 5 |
| **Criteria** | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Subject-Specific Knowledge and Understandings:** | Demonstrates insufficient depth of content knowledge: \*limited explanations of subject matter; \*struggles with responding higher order thinking questions; \*provides few details on subject-specific knowledge. | Demonstrates limited advanced depth of content knowledge: \*explains/demonstrates main concepts of subject matter; but limited in depth and scope; \*demonstrates limited higher order thinking thinking skills appropriate to the discipline through problem-solving skills and/or critical thinking skills; \*details on subject-specific knowledge are questionable or insufficient. | Demonstrates advanced depth of content knowledge: \*explains/demonstrates key concepts of the subject matter with appropriate supporting details; \*demonstrates higher order thinking skills appropriate to the discipline through problem-solving, critical analysis, in depth inquiry, and/or synthesis; \*provides many details subject-specific content knowledge with depth and/or analysis. | Demonstrates highly advanced depth of content knowledge: \*explains/demonstrates key concepts of the subject matter with strong supporting details and provides meaningful elaboration; \*demonstrates higher order thinking skills through advanced problem-solving skills, critical analysis, in-depth critical inquiry, and/or synthesis and evaluation; \*provides multiple details and arguments of subject-specific content knowledge with depth and analysis. | Demonstrates mastery of depth of content knowledge and concepts: \*provides meaningful elaboration on key concepts in the subject matter with many strong supporting details AND offers alternative explanations or competing ideas within the discipline; \*poses and answers highers order thinking questions with ease; \*presents multiple, and (as appropriate) conflicting, arguments and interpretations of subject-specific content knowledge that makes connections across other disciplines. |
| *Specific concepts, content, and topics within the discipline* |
| **Intradisciplinary knowledge:** | Limited to no understanding of the connections between disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline. | Demonstrates insufficient depth of understanding of the connections of content knowledge to subdiscipline(s): \*makes few connections between disciplinary concepts, content knowledge, and understandings across one or more fields within the discipline; \*reference to or inclusion of concepts and/or information from across one or more subdisciplines is minimal; \*makes few global connections to the content. | Demonstrates advanced understanding of the connections of content knowledge across subdisciplines: \*makes many connections between disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline; \*includes concepts and information from across one or more subdisciplines; \*makes global connections to content; \*considers multiple arguments, perspectives, and/or viewpoints. | Demonstrates highly advanced understanding of the connections of content knowledge across subdisciplines: \*synthesizes disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline; \*integrates and evaluates concepts and information from across one or more subdisciplines; \*makes detailed global connections within content and across subdisciplines: \*considers multiple, and conflicting, perspectives, arguments, and/or viewpoints. | Demonstrates mastery understanding of the connections of content knowledge across subdisciplines: \*synthesizes disciplinary concepts, content knowledge, and understandings across multiple fields within the discipline with depth and detail; \*integrates and evaluates concepts and information from across multiple subdisciplines; \*makes detailed and nuanced global connections within content and across subdisciplines; \*considers multiple, and conflicting, perspectives, viewpoints, arguments, and counter-arguments. |
| *depth of knowledge with the subdisciplines of the discipline field* |
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| **Inquiry in the Discipline** | Limited or no demonstration of depth of content knowledge through inquiry: \*use of inquiry strategies and/or methods of the discipline is superficial; \*discipline inquiry is generic and/or not appropriate to the discipline. | Demonstrates insufficient advanced depth of content knowledge through inquiry: \*uses few inquiry strategies and method(s) of the discipline; \*discipline inquiry indicates only initial understanding of content knowledge; \*able to respond to few higher order thinking questions about content; \*awareness of content knowledge resources in the discipline is initial and not advanced. | Demonstrates advanced depth of content knowledge through inquiry: \*uses multiple inquiry strategies that align with discipline-specific inquiry method(s); \*discipline inquiry reflects advanced understanding of content knowledge; \*answers higher order thinking questions questions about content with depth and detail; \*appropriate use of content knowledge resources in the discipline. | Demonstrates highly advanced depth of content knowledge through inquiry: \*consistently uses multiple inquiry strategies that align with discipline-specific inquiry method(s); \*discipline inquiry reflects detailed understanding of content knowledge and methods of inquiry; \*answers and poses higher order thinking questions about content with depth and detail; \*advanced use of content knowledge resources in the discipline. | Demonstrates mastery over depth of content knowledge through inquiry: \*extensive use of multiple discipline-specific inquiry strategies; \*discipline inquiry skills reflect nuanced and detailed understanding of content knowledge and multiple advanced methods of inquiry; \*poses higher order thinking questions that generate new knowledge and inquiry in the discipline; \*advanced use of content knowledge resources in the discipline that are scholarly. |
| *understands and conducts discipline-specific inquiry* |
| **Effective Communication of Content Knowledge** | Demonstrates inappropriate use of academic language: \*does not communicate content knowledge with use of academic language; \*shows limited knowledge, creativity, and/or flexibility when explaining or presenting content knowledge. | Demonstrates insufficient advanced use of academic language: \*communicates depth of content knowledge with use of general vocabulary and/or discourse; \*demonstrates limited ability to build and support arguments and/or engages in limited analysis or use of research; \*communicates few connections to broader concepts; \*shows limited knowledge, creativity, and/or flexibility when explaining or presenting content. | Demonstrates advanced use of academic language for the subject area: \*communicates advanced depth of content knowledge with use of disciplinary vocabulary and/or discourse of the discipline; \*demonstrates ability to build and support arguments with analysis and/or research; \*articulates connections across broader concepts; \*clearly shows knowledge, creativity, and/or flexibility when explaining or presenting content. | Demonstrates highly advanced use of academic language for the subject area: \*clearly communicates depth of content knowledge with use of disciplinary vocabulary and discourse, and/or syntax of the discipline; \*demonstrates ability to build and support arguments with in-depth analysis and use of research; \*offers independent interpretations, evaluation, and analysis of subject matter; \*articulates and evaluates connections across broader concepts; \*clearly demonstrates depth of knowledge, original creativity, and/or strong flexibility when explaining or presenting content. | Demonstrates mastery of academic language for the subject area: \*clearly communicates depth of content knowledge with use of disciplinary vocabulary, discourse, and syntax of the discipline; \*demonstrates ability to build, support, and evaluate arguments with in-depth analysis and use of currrent research; \*offers independent interpretations, evaluation, and analysis of subject matter with consideration to alternative interpretations; \*evaluates and synthesizes connections across broader concepts; \*clearly demonstrates depth of knowledge, original creativity, and/or strong flexibility when explaining or presenting content. |
| *use of academic language as defined by edTPA* |

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| **Depth of Content Pedagogical Knowledge for ADV** |
|  | 1 | 2 | 3 | 4 | 5 |
| Criteria | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Pedagogical Knowledge and Understandings:**  | Insufficient content pedagogical knowledge: \*methods are general and not appropriate to the discipline; \*curriculum is not aligned to the standards; \*higher order thinking skills limited or not evident. | Demonstrates limited advanced content pedagogical knowledge: \*uses some methods appropriate to the discipline; \*adopts curriculum that is appropriate to the discipline; \*addresses higher order thinking skills in some way, but relies mostly on lower order thinking. | Demonstrates advanced content pedagogical knowledge: \*consistently implements methods appropriate to the discipline; \*adopts and develops curriculum that facilitates learning in the discipline; \*methods and strategies consistently address higher order thinking skills appropriate to the discipline. | Demonstrates highly advanced depth of content pedagogical knowledge: \*implements discipline-specific methods that promote inquiry; \*develops discipline-specific curriculum; \*implements research-based curriculum that promotes higher order thinking skills appropriate to the discipline: \*uses innovative research-based methods and teaching strategies that use discipline-specific inquiry strategies. | Demonstrates mastery of depth of content pedagogical knowledge: \*implements discipline-specific methods that promote inquiry; \*develops innovative discipline-specific curriculum; \*implements research-based curriculum that promotes higher order thinking skills appropriate to the discipline; \*creates innovative research-based methods and teaching strategies that use discipline-specific inquiry strategies. |
| teaching of specific concepts, content, and topic within the discipline |
| **Professional Knowledge** | Limited understanding of how students learn: \*limited variation in teaching strategies; \*limited appreciation for the importance of developing critical thinking skills; \*limited understanding of the connection between assessment and student learning. | Demonstrates limited advanced understanding of how students learn: \*awareness of the need to differentiate instruction limited to meeting the needs of the whole class; \*understands that teaching strategies should meet the learning needs of ALL students, but application is not clear; \*somewhat understands the importance higher order thinking skills for learning; \*understands the role of assessment in measuring student content acquisition. | Demonstrates advanced understanding of how students learn: \*understands the need to differentiate instruction for both whole class and groups of students; \*understands discipline appropriate teaching strategies to meet the learning needs of ALL students; \*understands the importance of teaching both higher order and lower order thinking skills to meet the needs of twenty-first century learning; \*understands the role of assessment in measuring student learning and meeting learning objectives. | Demonstrates highly advanced understanding of how students learn: \*understands the need to differentiate instruction for both whole class, group, and individual needs; \*understands the similarities and differences between discipline-specific and general teaching strategies to meet the learning needs of ALL students; \*understands the role of higher order and lower order thinking to develop critical thinking and problem-solving skills to meet the needs of twenty-first century learning; \*understands the alignment between assessment and learning objectives to meet learning objectives and measure individual learning gains. | Demonstrates mastery understanding of how students learn: \*articulates the importance of differentiate instruction for both whole class, group, and individual learning needs; \*differentiates between discipline-specific and general teaching strategies to maximize the learning needs of ALL students; \*articulates the key importance of developing higher order and lower order thinking and problem-solving skills to meet the needs of twenty-first century learning; \*understands the alignment between assessment and learning objectives to attain learning objectives and measure individual learning gains. |
| understandings related to knowledge of teaching practices and expectations of educators |
| **Pedagogical Skills** | Limited use of methods and teaching strategies appropriate for discipline-specific inquiry: \*limited inclusion of twenty-first century learning skills and practices; \*teaching strategies are limited in promoting student success; \*curriculum focused on whole instruction with limited attention to the different learning needs of ALL students; \*curriculum is not aligned to the standard course of study. | Uses limited advanced methods and teaching strategies appropriate to the discipline: \*lessons somewhat integrate 21st century learning skills and practices; \*teaching strategies are sufficient in promoting student success, but limited in scope; \*curriculum offers instruction that seeks to develop skills and content of the discipline; \*plans singular learning opportunities to support the intellectual, social, personal development and curiosity of students; \*limited encouragement of students to investigate the content area to expand their knowledge; \*curriculum is aligned to the standards. | Uses advanced methods and teaching strategies appropriate for discipline-specific inquiry: \*develops lessons that integrate 21st century learning skills and practices; \*teaching strategies to promote student success are research-based; \*curriculum incorporates instruction that promotes student inquiry and development of both content and skills of the discipline; \*plans many learning opportunities to support the intellectual, social, and personal development and curiosity of students; \*encourages students to investigate questions in the content area and think critically; \*curriculum is aligned to the standards and meets the learning needs of ALL students. | Uses highly advanced methods and innovative teaching strategies that integrates discipline-specific inquiry strategies: \* actively promotes and develops 21st century learning skills and practices; \*teaching strategies are differentiated to maximize student learning opportunities and are research-based; \*curriculum integrates instruction that promotes student inquiry and develops expert skills and content of the discipline; \* plans and facilitates many learning opportunities to support the intellectual, social, and personal development and curiosity of students; \*encourages students to investigate higher order thinking questions in the content area and/or allows for students' creation of their own knowledge; \*develops student-centered curriculum that is aligned to the standards and meets the learning needs of ALL students. | Mastery of methods and innovative teaching strategies that integrate discipline-specific inquiry strategies: \*actively promotes and develops 21st century learning skills and practices specific to the discipline; \*teaching strategies are differentiated to maximize student learning opportunities and are grounded in current research; \*curriculum focuses on student inquiry and development of expert skills and content of the discipline; \* facilitates and innovates many learning opportunities to support the intellectual, social, and personal development and curiosity of students; \*models investigations that rely on higher order thinking questions in the content area and/or allows for students' creation of their own knowledge; \*generates student-centered curriculum that is aligned to the standards and meets the learning needs of ALL students. |
| ability to implement appropriate pedagogy, skill development, methods and teaching strategies  |
| **Professional Dispositions** | Limited application of professional skills, attitudes, and expectations of professional educators: \*no use of research to inform instructional decisions; \*learning environment is focused on whole group instruction with little attention to diversity; \*classroom environment is teacher focused. | Demonstrates limited advanced professional skills, attitudes, and expectations of professional educators: \*knows some research to justify instructional decisions; \*learning environment attends to the diverse learning needs of ALL students, but does not consider student data; \*limited appreciation of differences among ALL students in the classroom. | Demonstrates advanced professional skills, attitudes, and expectations of professional educators: \*uses research to justify instructional decisions; \*learning environment attends to the diverse needs of ALL students and draws on student data to adjust instructional practices; \*classroom environment is student-focused; \*maintains high expectations with challenging lessons; \*appreciates differences among ALL students in the classroom; \*promotes a culture of respect in the classroom. | Demonstrates highly advanced professional skills, attitudes, and expectations of professional educators: \*uses current research methods to justify instructional decisions; \*learning environment focuses on the diverse needs of ALL students and uses student data and feedback to adjust instructional practices; \*maintains high expectations of all students with challenging and rigorous curriculum; \*promotes a culture of appreciation and respect for the diverse learning needs of ALL students. | Demonstrates mastery of professional skills, attitudes, and expectations of professional educators: \*uses current research methods to justify instructional decisions; \*learning environment focuses on the diverse individual needs of ALL students and uses student data and feedback to monitor student success and modify instructional practices; \*maintains high expectations of all students with challenging and rigorous curriculum; \*promotes and models a culture of appreciation and respect for the diverse learning needs and interests of ALL students. |
| demonstration of skills, attitudes, and student- centered expectations of the education profession |
| **Interdisciplinary Applications** | Limited connections between concepts and topics to other subjects: \*learning is not seemingly relevant to students' lives; \*singular or limited perspectives and/or approaches are encouraged; \*learning is limited in connections to other environmental, social, cultural, political, and/or economic concepts. | Makes insufficient advanced connections of concepts and topics to other subjects: \*learning is relevant to students' lives and/or other learning experiences in a general way; \*limited development of twenty first century skills and/or content; \*allows for a few different perspectives and/or approaches; \*connects learning in some way to more general environmental, social, cultural, political, and/or economic concepts. | Makes advanced connections of concepts and topics to other subjects and across the disciplines: \*learning is meaningful to students' lives and/or other learning experiences; \*integrates twenty first century skills and content; \*allows for multiple differing perspectives and/or approaches; \*makes many connections to real-world environmental, social, cultural, political, and/or economic concepts and/or topics.  | Makes highly advanced connections of concepts and topics to other subjects and across the disciplines: \*can make clear connections of disciplinary concepts to other disciplines; \*learning is meaningful to students' lives and other learning experiences; \*actively integrates twenty first century skills and content to drive student inquiry; \*integrates and encourages differing perspectives and/or approaches; \*provides real-world applications to environmental, social, cultural, political, and/or economic concepts, topics, and/or problems.  | Masters connections of concepts and topics to other subjects and across the disciplines: \*makes clear and relevant connections of disciplinary concepts to other disciplines; \*learning is meaningful and relevant to students' lives and other learning experiences; \*actively integrates twenty first century skills and content to drive student inquiry; \*integrates and encourages differing perspectives and approaches; \*uses real-world applications to environmental, social, cultural, political, and economic concepts and topics to drive inquiry.  |
| interconnected learning, twenty-first century learning skills, relates content to other content areas. |

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| **Diversity Rubric for ADV** |
| (evidence for CAEP-Advanced Standards 3.4, 3.5, 4.1, 4.2, 5.1) |
|  | 1 | 2 | 3 | 4 | 5 |
| Criteria | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Learning Environment:**  | Demonstrates no understanding of a positive classroom learning climate: \*fails to mention culturally responsive teaching; \*provides few accommodations in the classroom; \*makes few connections between student performance and classroom environment; \*learning environment does not meet the needs of ALL learners.  | Demonstrates limited understanding of a positive classroom learning climate: \*mentions culturally responsive teaching, but fails to articulate its value; \*provides some limited accommodations in the classroom; \*makes some limited connections between student performance and classroom environment; \*learning environment meets the general needs of ALL learners.  | Demonstrates understanding of a positive classroom learning climate: \*articulates the value of culturally responsive teaching; \*recognizes aspects of a respectful and effective learning environment; \*provides accommodations in the classroom; \*makes connections between student performance and classroom environment; \*learning environment plans for and implements student activities to meet the needs of ALL learners.  | Demonstrates advanced understanding of a positive classroom learning climate: \*explains the value of culturally responsive teaching; \*maintains a positive learning environment that fosters respect; \*provides multiple accommodations in the classroom; \*explains the relationship between student performance and a positive classroom environment; \*learning environment plans for and implements teaching strategies and student activities that meet the needs of ALL learners.. | Demonstrates mastery understanding of a positive classroom learning climate: \*explains the value of and implements culturally responsive teaching; \*demonstrates how to maintain a positive and nurturing learning environment that fosters respect; \*provides multiple accommodations in the classroom and is attentive to the exceptional needs of different students; \*creates a classroom environment that maximizes student performance; \*learning environment plans for and implements a variety of teaching strategies and student activities that meet the needs of ALL learners.. |
| *classroom learning climate that is attentive to the needs of all learners, including providing accommodations* |
| **Assessment-based Instruction:**  | Does not make connections between student performance and individual learning needs: \*does not adjust or modify instruction based on assessment data, \*provides singular opportunities to assess student learning. | Makes limited connections between student performance and individual learning needs: \*makes superficial adjustments or modifications to instruction based on assessment data; \*fails to consider confounding variables that may affect student performance on assessments. | Makes connections between student performance data and individual learning needs: \*adequately uses student performance data to respond to individual student learning needs; \*modifies assessments OR manages implementation of a variety of assessments that allows ALL students to demonstrate their learning. | Makes advanced connections between student performance data and individual learning needs: \*monitors and modifies instruction to enhance student learning based on student-performance data, \*uses assessment data to inform planning and instruction, \*considers various and unique needs of ALL learners when designing and implementing assessments. | Makes mastery-level connections between student performance data and individual learning needs: \*regularly monitors and modifies instruction to enhance student learning based on formative and summative assessment data; \*uses both individual and holistic assessment data to inform planning and instruction; \*actively considers cultural, social, and other environmental factors that impact student performance of ALL learners on assessments. |
| *purpose and challenges of assessment to measure learning and inform instruction to meet learning needs of ALL students* |
| **Respect for Difference:**  | Demonstrates little or no respect or understanding of student diversity: \*does not recognize differences among students; \*does not acknowledge the impact of student identities on educational experiences; \*seldom or never displays an understanding of how to create or implement a learning community that respects individual differences. | Demonstrates limited respect and understanding of student diversity: \*recognizes general differences among groups of students; \*limited recognition of the impact of student identities on educational experiences; \*displays a limited understanding of how to create and/or implement a learning community that respects individual differences. | Demonstrates respect and understanding of student diversity: \*recognizes the social, cultural, and developmental differences among groups of students; \*acknowledges the impact of student identities on educational experiences; \*articulates how to create and/or is able to implement a learning community that respects individual differences. | Demonstrates advanced respect and understanding of student diversity: \*recognizes the social, cultural, and developmental differences among groups of students and individuals; \*frequently demonstrates an understanding of the impact of student identities on educational experiences; \*frequently displays an understanding of how to create and/or is able to implement a learning community that respects individual differences. | Demonstrates mastery level respect and understanding of student diversity: \*recognizes the social, cultural, and developmental differences among groups of students and individuals; \*almost always demonstrates an understanding of the impact of student identities on educational experiences; \*almost always displays an understanding of how to create and/or is able to implement a learning community that respects individual differences. |
| *dispositions that communicate a respect for, and understanding of, multiple perspectives and differences among learners* |
| **Culturally Responsive Teaching:**  | Fails to consider the impact of culture on learning: \*curriculum assumes learners are the same; \*instruction demonstrates little awareness of diversity. | Limited consideration of cultural influences on student learning: \*curriculum only recognizes differences among groups of learners; \*instruction demonstrates limited awareness of diversity among ALL learners. | Consideration of cultural influences on student learning: \*implements curriculum that recognizes the group and individual cultural differences among ALL learners; \*instruction demonstrates awareness of diverse cultures and the influence of culture on ALL learners. | Advanced consideration of cultural influences on student learning: \*uses knowledge of individual students to implement curriculum that acknowledges the many cultural differences among ALL learners; \*instruction integrates diverse cultural perspectives and the influence of culture on the different learning needs of ALL students. | Mastery of consideration of cultural influences on student learning: \*uses knowledge of individual student differences to implement culturally responsive curriculum for ALL learners; \*integrates diverse cultural perspectives and the influence of culture, and makes instruction responsive to cultural differences and the varied individual learning needs of ALL students. |
| *consideration of the diverse needs of ALL learners in planning and instruction with particular attention to cultural differences* |
| **Differentiated Instruction:** | Does not demonstrate advanced awareness of differentiating teaching practices for effective student learning: \*teaching methods rely primarily on one or two strategies; \*instruction is focused on whole group with limited attention to cultural differences or attention to cultural differences is highly superficial; \*accommodations are not evident; \*no discernible connection between instruction and student achievement. | Demonstrates limited awareness of differentiating teaching practices for effective student learning: \*teaching methods use a few strategies that generally meet the needs of learners; \*some attention to socio-cultural differences in instruction; \*provides basic accommodations and modifications to meet the learning needs of ALL students; \*evidences awareness of the connection between teaching methods and student achievement. | Demonstrates advanced awareness of differentiating teaching practices for effective student learning: \*teaching methods use multiple strategies and developmentally appropriate activities that positively impact student learning outcomes for ALL learners; \*adapts instruction to meet differing needs of exceptional students, including ESL where applicable; \*incorporates accommodations and modifications in lesson plans and assessments to facilitate achievement of learning objectives of ALL students. | Demonstrates highly advanced awareness of differentiating teaching practices for effective student learning: \*teaching methods use multiple strategies grounded in research-based methods that scaffold student learning to positively impact student learning outcomes for ALL learners; \*adapts and revises instruction and student work to meet the differing needs of exceptional students, including ESL; \*embeds accommodations and modifications in teaching strategies and assessments to facilitate the achievement of learning objectives for ALL students. | Demonstrates mastery of differentiating teaching practices for effective student learning: \*teaching methods are innovative and use multiple strategies grounded in research-based methods that actively scaffold student learning to maximize student learning outcomes for ALL learners; \*revises and reflects on instruction and student work to meet the differing needs of exceptional students, including ESL; \*embeds accommodations and modifications in teaching strategies and works with specialists to generate inclusive lesson plans and assessments that facilitate the achievement of learning objectives for ALL students. |
| *knowledge and application of variety of methods, materials and strategies to meet the learning needs of all students*  |
| **Reflective Practitioner:**  | Limited demonstration of reflection on teaching practices: \*does not consider the impact of policy, teaching methods, and/or individual learning needs on learning outcomes; \*maintains a singular perspective about learning and instruction; \*fails to demonstrate professional growth as a practitioner. | Insufficient demonstration of advanced reflection on teaching practices: \*somewhat considers the impact of environmental factors, educational policies, individual differences on student learning outcomes; \*reflects on teaching practices in a general way; \*fails to consider research verified approaches to teaching and learning. | Advanced demonstration of reflection on teaching practices: \*reflects on the impact of environment factors, educational policies, and individual socio-cultural differences on achievement of individual student learning outcomes; \*seeks to modify instruction and adjusts learning environment to be more culturally-responsive; \*reflects on teaching practices to consider policies that impact student learning; \*articulates the importance of using research verified approaches for culturally-responsive teaching practices. | Highly advanced demonstration of reflection on teaching practices: \*actively reflects on classroom learning environment to consider impact of socio-cultural differences, privilege, and/or cultural norms on the learning environment; \*seeks to incorporate differing perspectives in the learning environments and seeks to generate a culturally responsive environment; \*reflects on teaching practices to consider policies and privileges that impact student learning; \*knows research-verified teaching methods to maximize student learning outcomes that are culturally responsive. | Mastery demonstration of reflection on teaching practices: \*actively reflects on classroom learning environment to consider impact of socio-cultural differences, privilege, cultural norms, and access to resources on the learning environment; \*incorporates differing perspectives in the learning environments and account for differences to be more culturally responsive; \*actively reflects on and revises teaching practices to consider policies and privileges that impact student learning; \*uses research-verified teaching methods to maximize student learning outcomes that are clearly culturally responsive. |
| *understanding of the ways in which policies, perspectives, and student differences impact the learning environment* |

**Leadership Rubric - ADV**

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|  |   | 1 | 2 | 3 | 4 |
| Criteria | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Collaboration** | Limited collaboration with stakeholders is evident: \*fails to participate in collaborative activities with colleagues and/or administrators; \*does not work with the larger community to enhance student learning opportunities.  | Limited advanced participation with stakeholders: \*participates in collaboration with various stakeholders to improve the quality of learning in the school, *OR* \*helps implement school improvement activities, OR \*works with the larger community to enhance student learning opportunities; \*leadership role in these activities is limited. | Demonstrates advanced collaboration with stakeholders: \*participates in improvement of the quality of learning in the school; *and/or*\*implements or helps develop school improvement activities; *and/or* \*works with the larger community to enhance student learning opportunities; \*has some leadership role in these activities. | Demonstrates highly advanced collaboration with stakeholders: \*leads in participation and collaboration with various stakeholders to improve the quality of learning in the school, *and/or* \*leads in the implementation school improvement activities, *and/or* \*takes leadership responsibilities to work with the larger community to enhance student learning opportunities. | Demonstrates mastery of collaboration with stakeholders: \*leads and actively participates in collaboration with various stakeholders to improve the quality of learning in the school; *and/or* \*has a leadership role in the development and implementation ofimprovement activities, *and/or* \*take leadership responsibilities to work with the larger community to enhance student learning opportunities. |
| **Professional Development** | Not demonstrated: \*does not participate in professional development; \*does not collaborate to form professional relationships; \*professional learning and development is limited to that which is minimally required. | Does not demonstrate advanced participation in professional development activities: \*develops professional relationships with limited collaboration; \*articulates the importance of developing professional relationships and networks, but limited in participation; \*acknowledges the importance of professional development; \*receptive to the implementation of new approaches to improve teaching and learning. | Demonstrates advanced participation in professional development activities: \*promotes positive working relationships through professional development and growth activities; \*develops professional relationships and collaborates with peers for improvement; \*participates in professional learning activities; \*implements new, research-verified approaches to improve teaching and learning. | Demonstrates highly advanced participation in professional development activities: \*actively participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities; \*develops professional relationships, and creates networks; \*investigates, and implements innovative, research-verified approaches to improve teaching and learning. | Demonstrates mastery participation in professional development activities: \*provides a leadership role in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities; \*actively mentors colleagues, develops professional relationships, and creates networks; \*investigates, implements and generates innovative, research-verified approaches to improve teaching and learning. |
| Communication | Fails to effectively communicate with parents or students: \*little to no collaboration with the home and community for the benefit of students. | Communicates with parents or students: \*communicates with the home for the benefit of students, but does not solicit cooperation or participation. | Effectively communicate with parents or students: \*communicates with the home and/or community for the benefit of students. \*seeks participation of families and/or communities. | Highly effectively communicate with parents and students: \*initiates communication with home and community; \*seeks and initiates participation of families and communities. | Mastery of effective communication skills: \*initiates, facilitates, and engages in ongoing communications and effective interactions with stakeholders; \*initiates and leads participation of families, communities, and stakeholders. |
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|  | NOT MET | **TECHNOLOGY Rubric for ADV** |  |  |
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|  | *candidate does not meet the criteria for advance standards* |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 |
| **Criteria** | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Integration of Technology on Instruction** | Not demonstrated | Demonstrates limited knowledge of methods for utilizing technology for instructional purposes. | Integrates technology into lessons: \*demonstrates knowledge of methods for utilizing technology in instruction; \*uses applications, presentation software, and/or digital tools to improve student learning tasks. | Integrates technology into lessons to enhance student learning: \*demonstrates knowledge of methods for utilizing technology in instruction in a variety of ways; \*uses applications, presentation software, and/or digital tools to improve student learning tasks and make learning more effective. | Integration of technology into lesson is essential to student learning: \*demonstrates advanced knowledge of methods for utilizing technology in instruction to transform the learning environment; integration of applications, presentation software, and/or digital tools are essential to student learning; \*integration of technology is seamless. |
| **Impact on Student Learning** | Use of technology offers no discernable impact on student learning: \*student learning could have just as easily been accomplished without the use of instructional technology. | Limited use of technology for student learning: includes the use of technology to make learning more interesting. | Adds technology with instruction to enable student learning: \*adequate use of technology to develop higher order thinking skills, promote collaboration, and/or engage in student inquiry. | Integrates technology with instruction to facilitate student learning: \*use of technology to develop higher order thinking skills, promotes collaboration through group work, and/or generate independent student inquiry. | Integrates technology with instruction to maximize student learning: \*use of technology creates an interactive, transformative experience through student driven inquiry, the active use of higher order thinking skills, and active peer collaboration; \*ensures students know and actively exhibit responsible and ethical behavior when using technology.  |
| **Instructional Practices** | Technology not included in instruction: demonstrates little/no knowledge or understanding of digital culture, use of technology in instruction is teacher focused; knowledge of digital tools and resources is limited to basic applications and software. | Knowledge of instructional technology is limited: \*minimal understanding of digital culture; \*limited understanding of instructional technology; \*limited understanding of 21st century learning skills. | Sufficient knowledge of instructional technology: \*articulates knowledge and understanding of digital culture, tools, and resources; \*works to improve use and knowledge of digital tools and resources. | Clear knowledge of instructional technology: \*demonstrates clear knowledge of digital culture; \*knows the appropriate integration of technology in planning, instruction, and assessment; \*seeks professional development to improve use and knowledge of digital tools and resources.  | Exemplary knowledge of instructional technology: shares knowledge of digital culture with depth and detail; \*knows multiple modes of technology in planning, instruction, and assessment specific to the discipline; \*seeks professional development to improve use and knowledge of digital tools and resources that are discipline appropriate. |
| **Integration of Technology on Planning** | No awareness of planning with technology: \*uses basic technology to plan instruction; \*fails to plan for the use of technology in the learning process. | Limited awareness of planning with technology: \*uses basic technology to plans instruction; \*understanding of how to plan for the use of technology is limited to basic uses of direct instruction and/or classroom management. | Sufficient awareness of planning with technology: \*uses different types of technology to use for instruction; \*plans instruction to include technology in the learning process. | Clear awareness of planning with technology: \*assesses different types of technology to use for instruction; \*plans instruction with attention to the appropriate role of technology in the learning process: \*demonstrates sufficient understanding of the effective use of technology to support student learning. | Exemplary awareness of planning with technology: \*assesses effective types of technology to use for instruction; \*plans instruction with particular attention to the appropriate and effective role of technology in the learning process; \*demonstrates advanced understanding of the effective use of technology to support student learning. |

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|  |  | **Research Rubric - ADV** |
|  |  |  |  |  |  |  |
|  |  | 1 | 2 | 3 | 4 | 5 |
| Criteria |  | **Not demonstrated** | **Needs Improvement** | **Demonstrated** | **Accomplished** | **Exemplary** |
| **Grounding Practice in Research** | evaluative criteria | no evidence | Planning materials conflict with accepted research in the content area and student age group; differentiation strategies reflect a partial understanding of student development and exceptionalities. | Planning materials do not conflict with accepted research in the content area and student age group; differentiation strategies reflect a clear understanding of student development and exceptionalities. | Planning materials clearly incorporate ongoing research in the content area and student age group; differentiation strategies reflect a sophisticated understanding of student development and exceptionalities. | Planning materials begin to extend accepted research in the content area and student age group; differentiation strategies find new ways to address student development and exceptionalities. |
| **Reflection in terms of current research** |   |  | Some reflections on ongoing practice articulate strengths and areas for improvement in terms of research in content or pedagogy. | Reflections on ongoing practice articulate strengths and areas for improvement in terms of research in content and pedagogy. | Reflections on ongoing practice articulate strengths and areas for improvement in terms of current research in content and pedagogy. | Reflections on ongoing practice articulate strengths and areas for improvement in terms that can extend research in content and pedagogy. |
| **Content Mastery through Disciplinary Inquiry** |   |  | lack of awareness of advanced research in the discipline; fails to demonstrate understanding of research in the field; disciplinary inquiry fails to reflect understanding of the range or methods of the field. | shows an awareness of advanced research in the discipline; understands research questions that pertain to the existing body of research; discipline inquiry is appropriate and reflects understanding of the field. | uses advanced research in the discipline; pursues research questions that pertain to the existing body of research; disciplinary inquiry is detailed and reflects depth of understanding in the field. | conducts advanced research in the discipline; research questions and inquiry examine specific questions that contribute to the existing body of research; discipline inquiry is detailed, nuanced, and reflects deep understanding of the field; written work approaches publishability |
| **Presentation of Research (oral or written) (LP and ARP)** | analytic criteria |  | many surface errors; incoherent, rambling; documents or displays are not labeled clearly; no apparent organization, | text proofread effectively; narrative elements focused and generally well expressed; documents or displays are clearly labeled; straightforward organization | clear, stylistically appropriate text and documentation; shows significant attention to detail;presentation engages audience and provokes thought | outstanding, discipline-appropriate style; details consistently support conclusions; quality, support, and focus indicate publishability |
|  |  |  |  |  |  |  |
| **Research Project Narratives (LP and ARP)** |   |  | required components are missing, vague, or confusing; poses challenge to credibility; project approval process not clearly documented | research question, hypotheses, rationale, literature review, methodology, data collection and analysis, and discussion are presented; the methodology and data collection and analysis are clearly aligned with disciplinary expectations; the candidate’s role in a professional context is evident | addresses research context, methodology, and data in a thoughtful, thorough, and well organized way; appropriate disciplinary concepts structure the narrative; reader questions are effectively addressed | addresses research context, methodology, and data in an innovative, effective way; stretches disciplinary concepts in directions that indicate publishability; creates new questions for the field |
| **Research Data Analysis and Assessment (LP and ARP)** |   |  | data analysis is underdeveloped or not statistically coherent; data presentation is not understandable; project impact and implications are unassessed conclusions are anecdotal rather than statistically supported. | data are organized and analyzed in a statistically meaningful manner; data analysis addresses the research question or hypotheses effectively; project impact is understood in terms of the data; impact on P12 student learning is supported in terms of the data | effective data analysis is presented in appropriate graphic form; data analysis and interpretation demonostrate professional expertise | organized, effective data analysis balances visual impact of results with methodological rigor; conclusions are effectively articulated in terms supported by sophisticated statistical analysis; results approach publishable form |
| **Research Project Conclusions, Reflections, and recommendations (LP and ARP)** |   |  | conclusions are anecdotal or fragmentary; candidate draws no insights or understandings about professional role from research discussed; few, if any, connections to professional growth noted; few, if any, instructional implications and/or recommendations for improved practice noted | appropriate conclusions are drawn from the data; conclusions derive from statistical analysis of data in terms of hypotheses; critical reflection draws conclusions about the impact of the research; identifies appropriate instructional implications and recommendations for improved practice based on the conclusions | conclusions address the data and the full range of ramifications of the study; candidate articulates professional growth arising from this research; commitment to student learning clear; discussion reflects insight and connections between theory and practice and the literature reviewed | significant conclusions about professional are drawn from this research, with clear consequences for other practitioners; conclusions indicate the publishable value of this research |