Domain 2.3

Instruction:
Demonstrates a mastery of subject/content and standards

Descriptors:

- Demonstrates a clear understanding of the content with its connection to relevant course Academic Standards.
- Demonstrates a clear understanding of the factual content.
- Demonstrates a clear understanding of the conceptual content.
- Demonstrates a clear understanding of the cognitive and English language skills required to understand content concepts.
- Develops units that make connections to students' individual experiences and empowers them to challenge conventional thinking globally and in the world around them.
- Demonstrates knowledge of how the subject/content and standards are connected to big ideas, essential questions and real world applications.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Evidence that the teacher has a mastery of subject/content and standards at a deep level.	*Evidence that the teacher knows subject/content and standards.*	*Some evidence that the teacher knows subject/content and standards.*	*Little or no evidence that the teacher knows subject/content and standards.*
Examples of Documented Evidence: Artifacts produced by students and teachers	**Documented Evidence** 1. Essential questions, objective, and Indiana-adopted standards are effectively integrated and consistently posted 2. All documents are consistently rigorous and age-appropriate in language and content 3. Documents consistently show accurate and current information 4. Student work demonstrates real world connections, extensively address essential questions and big ideas 5. Student work reflects international units of study 6. All documents consistently demonstrate an understanding of real world application	**Documented Evidence** 1. Objectives or Indiana-adopted standards are posted 2. All documents are age-appropriate in language and content 3. Documents show accurate and current information 4. Student work demonstrates real world connection, address essential questions and big ideas 5. Work products from student assignments reflect international units of study 6. All documents demonstrate an understanding of real world use of standards	**Documented Evidence** 1. Indiana-adopted standards are posted but inappropriate for the lesson 2. Documents are inconsistent in age-appropriate language and content 3. Documents do not always show accurate and current information 4. Work products from student assignments inconsistently demonstrate limited real world connection, address essential questions and big ideas 5. Work products from student assignments inconsistently reflect international units of study 6. All documents demonstrate a limited understanding of real world use of standards	**Documented Evidence** 1. Indiana-adopted standards are not posted and are inappropriate for the lesson 2. Documents are not age-appropriate in language and content 3. Documents do not show accurate and current information and may provide misinformation 4. Work products from student assignments do not demonstrate real world connection, address essential questions and big ideas 5. Work products from student assignments do not reflect international units of study 6. All documents demonstrate little understanding of real world use of standards

	Highly Effective	Effective	In Need of Improvement	Ineffective
7. Consistently makes interdisciplinary connections with content area standards				
	Evidence that the teacher has a mastery of subject/content and standards at a deep level.	*Evidence that the teacher knows subject/content and standards.*	*Some evidence that the teacher knows subject/content and standards.*	*Little or no evidence that the teacher knows subject/content and standards.*
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	**Observable Evidence** 1. Teacher demonstrates the effective use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. **Students' work demonstrates an understanding of essential questions, objectives, and relevant course standards** 3. **Uses accurate and current information in facilitating learning, in leading discussions, and in responding to questions** 4. Makes real-world connections	**Observable Evidence** 1. Teacher demonstrates the effective use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. **Students' work demonstrates an understanding of essential questions, objectives, and relevant course standards** 3. **Uses accurate and current information in facilitating learning, in leading discussions, and in responding to questions** 4. Makes real-world connections	**Observable Evidence** 1. Teacher demonstrates limited use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. **Students' work demonstrates limited understanding of essential questions, objectives, and relevant course standards** 3. **Inconsistently uses accurate and current information in delivering content, in leading discussions, and in responding to questions** 4. Limited use of standards to provide opportunities to make real-world connections	**Observable Evidence** 1. Teacher does not demonstrate the effective use of essential questions, objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions 2. **Students do not demonstrate an understanding of essential questions, objectives, and relevant course standards** 3. **Does not use accurate and current information in delivering content, in leading discussions, and in responding to questions** 4. Inappropriate use of standards to make real-world connections

5. **Consistently uses language that facilitates high order thinking, inquiry, and discussion of content standards**	5. **Consistently uses language that facilitates high order thinking and discussion of content standards**	5. **Inconsistently uses language that facilitates high order thinking and discussion of content standards**	5. **Does not use language that facilitates high order thinking and discussion of content standards**
6. Students consistently use content-appropriate language in the discussion of inquiry questions and big ideas	6. Students consistently use content-appropriate language in the discussion of inquiry questions and big ideas	6. Students inconsistently use content-appropriate language in the discussion of inquiry questions and big ideas	6. Students do not use content-appropriate language in the discussion of inquiry questions and big ideas
7. Classroom discussions and student presentations evidence real-world connections, inquiry, big ideas and essential questions	7. Classroom discussions and student presentations evidence real-world connections, big ideas and essential questions	7. Classroom discussions and student presentations inconsistently evidence real-world connections, big ideas and essential questions	7. Classroom discussions and student presentations do not show evidence of real-world connections, big ideas and essential questions
8. Student presentation and classroom discussions demonstrate a focus on global connections	8. Student presentation and classroom discussions demonstrate a focus on global connections	8. Student presentation and classroom discussions inconsistently demonstrate a focus on global connections	8. Student presentation and classroom discussions do not demonstrate a focus on global connections
9. Instruction consistently makes interdisciplinary connections with content area standards			