

STUDENT TEACHING BINDER FALL 2022 DEMO AZ TED

Student Name :

Teacher, Student

Cooperating Teacher TK20 User Guide

SECONDARY CONTENT KNOWLEDGE EVALUATION

InTASC Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*

	Unsatisfactory	Developing	Proficient	Advanced
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

concepts in the discipline, and appropriateness for his/ her learners. *

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. *

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. *

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. *

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. *

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. *

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. *

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. *

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. *

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. *

4(p) The teacher appreciates multiple perspectives within the discipline and

facilitates learners' critical analysis of these perspectives. *

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. *

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills. *

Comments:

InTASC Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

	Unsatisfactory	Developing	Proficient	Advanced
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

variety of forms of communication that address varied audiences and purposes. *

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. *

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. *

5(h) The teacher develops and implements supports for learner literacy development across content areas. *

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. *

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. *

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. *

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. *

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. *

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. *

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. *

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. *

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. *

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning. *

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. *

Comments: