

# Teaching Standards and Continuum for Teacher Development<sup>1</sup>

## DeLeT@Brandeis

Excerpted for MTEI Cohort 7, Seminar 4

### Standard 3: Knows subject matter for teaching

Elements	Pre-professional	Approaching	Enacting	Excelling	Evidence
a) Assesses and develops subject matter knowledge	Displays limited or uneven understanding of basic content knowledge in core subjects; makes content errors; does not notice or address students' content errors; does not work to deepen subject matter knowledge.	Displays basic content knowledge in core subjects; is aware of need to strengthen subject matter knowledge and takes limited steps to do so.	Understands central concepts in core subjects and their connections with content knowledge; recognizes that content knowledge is constantly evolving; takes appropriate steps to deepen and extend content knowledge.	Demonstrates a flexible understanding of content and concepts in core subjects; has sufficient subject matter knowledge to assess curricular materials and interpret student ideas.	
b) Acquires and uses subject specific pedagogy	Lacks subject specific pedagogical knowledge; fails to consider what prerequisite knowledge students need in order to gain new learning; does not anticipate what might be difficult or confusing.	Explores subject specific methods, curricula, technology, and resources; sometimes considers what students need to know and be able to do in order to learn new content; begins to anticipate what might be difficult or confusing.	Demonstrates ability to select and use subject specific methods, curricula, technology, and resources; consistently considers what students need to know and be able to do in order to learn new content; anticipates potential difficulties or confusions.	Consistently draws from a wide repertoire of subject specific methods; possesses knowledge of broad range of curricula, relevant technology, and other resources; flexibly uses knowledge about the way students construct understanding of the content.	

<sup>1</sup> This continuum draws on the work of many other previously made tools for assessing teacher development, including the New Teacher Center Continuum of Teacher Development for Jewish Educators, the Trinity University continuum, and DeLeT's own earlier versions. Special thanks to Nili Pearlmutter for her leadership in developing this continuum.

## Standard 5: Teaches for understanding

Elements	Pre-professional	Approaching	Enacting	Excelling	Evidence
a) Builds on students' prior knowledge, life experiences, and interests	Makes no explicit connection to students' prior knowledge, experiences and interests; ignores opportunities to build on students' prior knowledge and experiences.	Opens lessons to capture students' attention and interest; asks questions that elicit students' prior knowledge and life experiences.	Makes room for planned and unplanned opportunities to build on prior knowledge and interests; helps students make connections between prior knowledge and new content and skills.	Provides learning experiences that deepen students' understanding of prior knowledge; helps them reflect on their changing understandings.	
b) Monitors and maintains students' intellectual engagement	Ignores or does not notice when students are disengaged; confuses compliance with engagement; ignores student questions.	Notices when students are not attentive; uses a limited repertoire to re-engage students; sometimes makes room for student questions; provides assistance when students ask for help.	Monitors students' intellectual engagement and takes steps to re-engage them; makes room for substantive student questions; challenges students to persist in exploration of difficult material; elicits students' thoughts; listens carefully and builds on students' ideas.	Consistently monitors and maintains student's interest and attention; encourages student questions; implements learning opportunities that engage and challenge students; allows students to make meaningful choices about their learning; teaches students to self-monitor.	
c) Adjusts instruction based on ongoing assessment	Follows lessons as planned despite evidence that adjustment is necessary; creates few opportunities to uncover student thinking; occasionally recognizes student confusion and re-teaches using the same strategy.	Checks for understanding with some students and makes limited adjustments to address confusions; assumes that understanding on the part of one or two students can be generalized to other students.	Listens carefully and observes for evidence of individual student's understanding; adjusts lessons based on information gathered while teaching; uses a limited repertoire to address student confusion.	Uses a broad repertoire to uncover student understanding from most students, to adjust lessons to promote student understanding, and to address student confusion.	

## Standard 5: Teaches for understanding (continued)

Elements	Pre-professional	Approaching	Enacting	Excelling	Evidence
d) Engages students in problem solving, critical thinking, and other activities that promote subject matter understanding	Relies on lectures and other activities that limit student participation; poses questions that have one right answers; serves as sole evaluator of student thinking; emphasizes memorization and superficial repetition of concepts.	Uses activities and questions that connect facts and concepts; supports students in problem solving; asks critical thinking questions; allows limited opportunities for students to explain their thinking; sometimes responds to student questions and comments.	Uses activities and questions that get students to consider multiple perspectives and big ideas; supports students in problem posing and problem solving; asks well-crafted questions and allows students ample opportunities to respond; encourages students to listen and respond to each other.	Organizes teaching around big ideas and core questions; creates opportunities for students to generate and pursue questions; asks follow up questions that deepen student learning; expects students to think critically about other students' questions and responses and to explore multiple perspectives.	
e) Communicates effectively with students	Uses confusing language; gives unclear directions; relies on verbal communication; is difficult to hear or speaks in a monotone.	Generally explains ideas and directions clearly; checks for student understanding and rephrases when appropriate; occasionally provides visual support; speaks confidently.	Consistently explains ideas in age appropriate language; gives clear directions and provides appropriate visual support; models procedures and expectations; uses an engaging tone.	Draws from a repertoire of verbal and non-verbal strategies to give directions and communicate ideas; engages students in constructing shared understanding of ideas and directions.	