

## CF STANDARD I: CONTENT KNOWLEDGE

LU Educational Professionals possess an extensive working knowledge of the content of their profession and are able to deliver or assist in delivery of content in a manner that is consistent with best professional practices and that positively impacts student learning.

### ANALYTIC SCORING OF STANDARD I INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
<b>a. Demonstrates understanding of the subject being taught</b>	Demonstrates LITTLE understanding of the subject being taught	Demonstrates ADEQUATE understanding of the subject being taught	Demonstrates THOROUGH understanding of the subject being taught	
<b>b. Helps learners understand the subject and its relationship to the student</b>	RARELY helps learners understand the subject and its relationship to the student	REGULARLY helps learners understand the subject and its relationship to the student	CONSISTENTLY helps learners understand the subject and its relationship to the student	
<b>c. Uses variety of methods and materials to present subject content</b>	Uses FEW methods and materials to present subject content OR the methods and materials do NOT enhance the content	Uses a NUMBER of methods and materials to present subject content, SOME of which enhance the content	Uses a NUMBER of methods and materials to present subject content, MOST of which enhance the content	
<b>d. Communicates concepts, processes and knowledge</b>	Inaccurately and ineffectively communicates concepts, processes and knowledge	Accurately communicates concepts, processes and knowledge.	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	
<b>e. Demonstrates instructional strategies related to content and student learning</b>	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning	Demonstrates instructional strategies that are appropriate for the content and processes of the lesson AND makes contribution to student learning	Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	
<b>f. Guides students to understand content from various perspectives and its relationship to the world at large</b>	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives and its relationship to the world at large	GENERALLY provides opportunities and guidance for students to consider lesson content from different perspectives and its relationship to the world at large	REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives and its relationship to the world at large	