




CROSSWALK

Rubric for Evaluating Colorado Teachers | Depth & Complexity Framework




Observable through lesson plans, environment and instruction. (Sections indicate when the strategy was introduced in the Depth & Complexity Framework 2.0 professional development.)

QUALITY STANDARD I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s). ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.		
LEVEL OF PRACTICES	DEPTH & COMPLEXITY FRAMEWORK <i>LOOK FOR</i> S	SELF-EVALUATION/OBSERVATIONS
LEVEL 1: THE TEACHER plans lessons that reflect: 1 <i>Colorado Academic Standards.</i> 2 <i>Relevant instructional objectives.</i> 3 <i>Formative and summative assessment results.</i>	Prompts are explicitly linked to standards outcomes. (Sections 1 & 2)  	
LEVEL 2: . . . and THE TEACHER implements lessons that: 4 <i>Align to the district's plan of instruction.</i> 5 <i>Reflect vertical and horizontal alignment of the grade or subject area.</i>	Plans with team and others in school to use prompts that reflect a vertical and horizontal alignment. (Section 1)	
LEVEL 3: . . . and THE TEACHER: 6 <i>Implements and communicates learning objectives and student outcomes based on standards.</i>	Student learning targets/objectives/goals, linked with prompts for appropriate levels of depth & complexity, are visible to students. (Section 2) 	
LEVEL 4: . . . and STUDENTS: 7 <i>Demonstrate acquired skills based on standards.</i>	Application of the standards is demonstrated through the use of the prompts. (Sections 1 & 2)	
LEVEL 5: . . . and STUDENTS: 8 <i>Can provide a relevant connection to the standard in their words.</i>	Students prompts to make relevant connections to the standard. (Sections 1 & 2)	

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ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

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<p>LEVEL 1 THE TEACHER:</p> <ol style="list-style-type: none"> <i>Connects lessons to key concepts and themes within other disciplines and/or content areas.</i> <i>Makes content-specific academic language accessible to students.</i> 	<p>Universal and topic concepts and themes are intentionally planned for and explicitly referred to; the Language of the Discipline prompts is used to explicitly teach content-specific academic language. (Section 2)</p> 	
<p>LEVEL 2 ... and THE TEACHER IMPLEMENTS INSTRUCTIONAL STRATEGIES ACROSS CONTENT AREAS THAT INCLUDE:</p> <ol style="list-style-type: none"> <i>Literacy.</i> <i>Mathematical practices.</i> <i>Language development.</i> 	<p>The Across Disciplines prompt is used to explicitly introduce such connections. (Section 1)</p> 	
<p>LEVEL 3 ... and THE TEACHER:</p> <ol style="list-style-type: none"> <i>Makes interdisciplinary connections explicit to students.</i> <i>Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.</i> <i>Strategically integrates mathematical practices across content areas.</i> 	<p>The Across Disciplines and Language of the Discipline prompts are used to explicitly to delineate connections. (Section 1)</p> 	
<p>LEVEL 4 ... and STUDENTS:</p> <ol style="list-style-type: none"> <i>Apply literacy skills and concepts.</i> <i>Apply mathematical practices.</i> 	<p>Students use prompts to demonstrate application of skills and universal concept/themes. (Sections 1 & 2)</p>	
<p>LEVEL 5 ... and STUDENTS: accelerate their learning by:</p> <ol style="list-style-type: none"> <i>Elaborating on current lesson within content area.</i> <i>Drawing real-world connections to other content area(s).</i> 	<p>Students choose universal concepts and themes to draw real-world connections to multiple content areas. (Section 3)</p>	

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ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

LEVEL OF PRACTICES	DEPTH & COMPLEXITY FRAMEWORK LOOK FORs	SELF-EVALUATION/OBSERVATIONS
LEVEL 1 THE TEACHER: <ol style="list-style-type: none">1. <i>Scaffolds questions, concepts, and skills based on a sequence of learning.</i>2. <i>Uses instructional materials that are accurate and appropriate for the lesson being taught.</i>3. <i>Encourages and provides opportunities for students to make connections to prior learning.</i>	Teacher chooses prompts to scaffold questions; prompts are visible, referred to and linked to standards and instructional materials; encourages connections to other prompts and prompts used in prior lessons. (Section 1)	
LEVEL 2 ... and THE TEACHER implements: <ol style="list-style-type: none">4. <i>Content-based instructional strategies that best align to the learning objective.</i>5. <i>Multiple models and delivery methods to explain concepts accurately.</i>6. <i>Questioning techniques to support disciplinary inquiry.</i>	Prompts are visibly aligned to learning objectives; multiple prompts are used to explain concepts; Q3 cards are combined and used to model questioning techniques. (Sections 1 & 2)	
LEVEL 3 ... and THE TEACHER: <ol style="list-style-type: none">7. <i>Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.</i>8. <i>Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.</i>	Plans inquiry based lessons that allow students to ask questions, collaborate to solve problems and address misconceptions; provides tiered tasks commensurate with students' diverse abilities using layering of prompts. (Sections 1 & 2) 	
LEVEL 4. ... and STUDENTS: <ol style="list-style-type: none">9. <i>Develop a variety of explanations and multiple representations of concepts.</i>10. <i>Apply skills and knowledge learned in the classroom to engage in more complex tasks.</i>	Students choose prompts and products to demonstrate multiple representations of concepts; identify problems/questions to solve/answer using prompts and universal concepts of their choice. (Sections 1- 3)	
LEVEL 5 STUDENTS: <ol style="list-style-type: none">11. <i>Generate questions that lead to further inquiry and self-directed learning.</i>12. <i>Synthesize concepts to create original thinking within and across disciplines.</i>	Students engage in Project/Problem Based learning at various levels of independence based on readiness. (Section 3)	