

Standard III

Understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students= understanding of the central themes, concepts and skills in the subject area. Teachers inter-relate ideas and information within and across curricular areas to extend students= understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Element	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
<u>Element 1</u> Demonstrating knowledge of subject matter content and student development.	<ul style="list-style-type: none"> X Makes no attempt to keep subject matter knowledge current and sufficient to support student learning. X Rarely ensures that knowledge of the subject matter incorporates different perspectives. X Lacks understanding of students= social, emotional and physical development as it relates to subject matter. 	<ul style="list-style-type: none"> X Some effort to keep subject matter knowledge current and sufficient to support student learning. X Inconsistently ensures that knowledge of the subject matter incorporates different perspectives. X Has limited understanding of students= social, emotional and physical development as it relates to subject matter. 	<ul style="list-style-type: none"> X Continues to keep subject matter knowledge current and sufficient to support student learning. X Ensures that knowledge of the subject matter incorporates different perspectives. X Understands students= social, emotional and physical development as it relates to subject matter.
<u>Element 2</u> Organizing curriculum to support student understanding of subject matter.	<ul style="list-style-type: none"> X Does not demonstrate knowledge of student development and subject matter to organize and sequence the curriculum. X Organizes subject matter ineffectively to value diverse perspectives X Rarely incorporates subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter. 	<ul style="list-style-type: none"> X Demonstrates some evidence of knowledge of student development and subject matter to organize and sequence the curriculum. X Inconsistently organizes subject matter effectively to value diverse perspectives. X Incorporates some subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter. 	<ul style="list-style-type: none"> X Uses knowledge of student development and subject matter to organize and sequence the curriculum. X Organizes subject matter effectively to value diverse perspectives. X Incorporates subject or grade level expectations, curriculum frameworks and content standards in organizing subject matter.
<u>Element 3</u> Interrelating ideas and information within and across subject matter areas.	<ul style="list-style-type: none"> X Helps few students to relate subject matter concepts to previous learning and their own lives. X Helps few students to see the relationships and connections across subject matter areas and to solve problems. X Rarely implements units and lessons that highlight themes, concepts and skills within and across subject matter areas. 	<ul style="list-style-type: none"> X Helps some students to relate subject matter concepts to previous learning and their own lives. X Helps some students to see the relationships and connections across subject matter areas and to solve problems. X Inconsistently implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas. 	<ul style="list-style-type: none"> X Helps all students to relate subject matter concepts to previous learning and their own lives. X Helps all students to see the relationships and connections across subject matter areas and to solve problems. X Implements units and lessons that highlight themes, concepts and skills within and across subject matter areas within IEP goals.
<u>Element 4</u> Developing student understanding through instructional strategies that are appropriate to the subject matter.	<ul style="list-style-type: none"> X Rarely uses knowledge of subject matter to help students construct their own knowledge. X Does not support students to think critically in each subject area. X Does not build on student life experience, prior knowledge and interests to make the content relevant and meaningful to them. X Does not use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas. 	<ul style="list-style-type: none"> X Inconsistently uses knowledge of subject matter to help students construct their own knowledge. X Encourages some students to think critically in each subject area. X Inconsistently builds on student life experience, prior knowledge and interests to make the content relevant and meaningful to them. X Uses a limited variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas. 	<ul style="list-style-type: none"> X Uses knowledge of subject matter to help students construct their own knowledge. X Challenges all students to think critically in each subject area. X Builds on student life experience, prior knowledge and interests to make the content relevant and meaningful to them. X Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.
<u>Element 5</u> Using materials, resources and technologies to make subject matter accessible to students.	<ul style="list-style-type: none"> X Does not use instructional materials and resources that include technologies that promote students= understanding of subject matter and reflects student diversity. 	<ul style="list-style-type: none"> X Infrequently selects and uses instructional materials and resources including technologies that promote students= understanding of subject matter and reflects student diversity. 	<ul style="list-style-type: none"> X Selects and uses instructional materials and resources including technologies that promote students= understanding of subject matter and reflects student diversity.