

Possible Evidence for CSTP 3 – *Understanding and Organizing Subject Matter for Student Learning*

Standard Element	Source of Evidence	Evidence that might demonstrate the standard
3.1 Demonstrating knowledge of subject, academic content standards, and curriculum frameworks	Reflective Conversation	<ul style="list-style-type: none"> • <i>Teacher talks about current research and issues in his/her content area; explains how this knowledge impacts instructional planning</i> • <i>Teacher can examine a learning goal and determine the knowledge and skills that will be required to achieve the goal</i> • <i>Teacher understands the content and determines which elements must be mastered as a prerequisite to another</i> • <i>Teacher draws upon knowledge of the subject matter to identify where the current lesson or learning activity fits within the broader scope of the discipline as a whole</i>
	Classroom Observation	<ul style="list-style-type: none"> • <i>Instructional strategies that are chosen reflect current pedagogical research</i> • <i>Teacher incorporates academic language instruction and vocabulary development with the appropriate academic content standards.</i> • <i>Curricular materials and supplemental resources used for the lesson align with the appropriate academic content standards.</i>
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Reflective Conversation	<ul style="list-style-type: none"> • <i>Teacher explains how the physical and cognitive development of his/her middle school students impacts choices of instructional strategies (activities that involve movement within the classroom, several shorter activities rather than a longer activity)</i> • <i>Teacher connects information about brain research with conscious instructional planning decisions</i> • <i>Teacher understands the different types of knowledge that are necessary to master the content, including factual / procedural knowledge, social skills, effective collaboration and group interactions, physical skills and how it relates to the students' development</i>
	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher supports student learning by connecting content to the students' prior experiences ("into" activity includes connection to prior lessons or journal prompt connects new content topic with students' personal experiences)</i> • <i>Instructional materials are used that are appropriate to the subject matter and developmental level of the students</i>
	Lesson Plan	<ul style="list-style-type: none"> • <i>Teacher plans an entry level assessment to determine students' previous knowledge or skills</i>

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3.3 Organizing curriculum to facilitate student understanding of the subject matter	Lesson Plan or Lesson Plan book	<ul style="list-style-type: none"> • <i>Teacher can connect historical events and literature to current events</i> • <i>The curriculum is well sequenced and builds on previous instruction</i> • <i>Teacher incorporates the relationships between and among disciplines when planning curriculum; Teacher is aware of other subject matter that is presented at the grade level and strives to make cross-curricular connections</i>
	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher helps students understand that disciplines rarely exist in isolation by the use of integrated lessons or examples</i> • <i>Previously taught concepts are reviewed and incorporated into current instruction in order to scaffold new content</i>
3.4 Utilizing instructional strategies that are appropriate to the subject matter	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher uses instructional strategies that enable students to effectively engage with the subject matter</i> • <i>Strategies that are selected and used are appropriate to both the subject matter and the developmental level of the students</i> • <i>Teacher is able to engage students in content in a way that allows for student choice</i> • <i>Teacher emphasizes depth of knowledge more than breadth</i> • <i>Students are actively participating in the instructional activities; strategies are included that allow the teacher to routinely check for understanding</i>
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Lesson Plan	<ul style="list-style-type: none"> • <i>Teacher is aware of which pages of the textbook support the current lesson and those are strategically incorporated into the instruction.</i> • <i>Materials and activities are identified and used to support the standards-based curriculum; the textbook does not drive the curriculum</i> • <i>Teacher plans ways to extend and deepen the learning of students who demonstrate they understand the concept</i>
	Reflective Conversation (Content Area Focus)	<ul style="list-style-type: none"> • <i>Teacher is familiar with the curriculum, teacher support materials and supplemental resources that are available at the school site</i> • <i>Teacher talks about the current technology that is available and expresses a desire to increase technology resources for student use</i>

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	Classroom Observation	<ul style="list-style-type: none"> • <i>Instructional materials have clear academic value in enhancing the students' understanding of the content</i> • <i>Teacher is knowledgeable about ways that technology can support and enhance students' learning including the use of computers, calculators, internet, video...</i>
	Document	<ul style="list-style-type: none"> • <i>Teacher provides graphic organizers to help students access and understand textbook passages</i>
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher has a wide repertoire of strategies that are utilized to teach diverse learners</i> • <i>Teacher provides language stems for students to use which ensure complete sentence responses</i> • <i>Student seating in the classroom is strategic to meet the special needs of the learners</i> • <i>Students are given multiple opportunities to interact in productive student groups (pairs, trios, small groups)</i> • <i>Teacher integrates ELD , SDAIE and academic language components into the lesson</i> • <i>Reading, writing, speaking and listening components are included in the lesson</i>
	Lesson Plan	<ul style="list-style-type: none"> • <i>Teacher incorporates academic vocabulary instruction into content instruction; ELD strategies are planned to support English proficiency</i> • <i>Accommodations for special needs students are incorporated into the instructional plan</i> • <i>Culturally responsive pedagogy is demonstrated within the lesson plan and the choice of materials that support the lesson</i> • <i>Materials and activities are structured in a way that makes the content accessible, given the students' current level of language proficiency</i> • <i>Teacher routinely includes ELD, SDAIE and academic language components into lesson plans</i> • <i>Teacher allows English Learners and other special needs students to demonstrate their level of learning using varied appropriate methods</i>
	Reflective Conversation (Class and Focus Student Profiles)	<ul style="list-style-type: none"> • <i>Teacher discusses the implications of CELDT data (proficiency levels) for instructional planning</i> • <i>Teacher identifies specific activities that will extend and deepen content knowledge of advanced students</i> • <i>Teacher explains the rationale for how student groupings will enhance specific student academic and social needs</i> • <i>Teacher uses available tools, such as the ELD standards to identify the appropriate expectations for reading, writing, speaking and listening for each level of language acquisition</i>