

Standard III: Teachers know the content they teach

Element IIIa: Teachers align their instruction with the *North Carolina Standard Course of Study*. In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Proficient	<i>Big Ideas: EC Teachers teach the Common Core. They develop strategies to make the curriculum rigorous and relevant while making accommodations and meeting the student where they are and moving them forward. They develop literacy skills and training in research-based programs in order to implement instruction with fidelity.</i>
<input type="checkbox"/> Understands the North Carolina Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	<ul style="list-style-type: none"> • Participates in staff development opportunities in Reading Research to Classroom Practice, Math Foundations, Wilson Reading System, Foundations, Just Words, TransMath, etc., and uses these and other research based strategies in lesson planning • Creates lesson plans that demonstrate accommodations and modification of learning standards as needed for EC students to access the curriculum • Uses the language of learning standards in lesson planning and in classroom instruction • Develops individualized instructional lessons to address behavioral, social skills, academic and functional needs of students in accordance with IEP goals and BIPs to assist student with accessing learning standards • Seeks and utilizes professional resources and professional development in areas which develop further understanding and skills in working with students with behavioral needs (PBIS, CPI, Exceptional Children's Department resources, etc.)
<input type="checkbox"/> Elementary: Integrates effective literacy instruction throughout the curriculum.	<ul style="list-style-type: none"> • Teaches literacy skills across subject areas • Teaches vocabulary and utilizes vocabulary strategy instruction across all subjects • Uses the language of the learning standards in lesson planning and instruction • Incorporates reading comprehension strategy instruction
<input type="checkbox"/> Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning.	<ul style="list-style-type: none"> • Teaches literacy skills across subject areas • Teaches vocabulary and vocabulary instruction across all subjects • Uses the language of the learning standards in lesson planning and instruction • Incorporates reading comprehension strategy instruction across settings • Connects literacy skills with post-secondary employment and education goals

Element IIIb: Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Proficient	<i>Big Ideas: EC Teachers know the subject beyond the content they teach and how to make adjustments for students. They know how to make instruction specialized to insure progress. They direct students' curiosity into an interest in learning and provide access to multiple means of engagement, presentation, and expression. (UDL)</i>
<input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	<ul style="list-style-type: none"> • Attends professional development designed to increase content knowledge • Demonstrates knowledge of technologies available to help increase students' content knowledge and integration of technology • Uses content materials provided by RCS to pace instruction appropriately • Uses content specific terminology in lesson planning and instruction • Collaborates with general education teachers to ensure that accommodations and/or modifications are appropriate • Demonstrates understanding of the principles of PBIS and behavior management • Teacher understands basic principles of behavior such as identification of inappropriate behaviors, the antecedent of inappropriate behaviors, the setting in which these behaviors occur, appropriate replacement behaviors, and the function of the behavior • Contributes to the development of a behavioral plan, addressing the specific and individual behavioral concerns and needs of the student • Considers Project Based Learning as a means to assist at risk students in content areas
Element IIIc: Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to the other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.	
Proficient	<i>Big Ideas: EC Teachers know the links between grades and subject and the Common Core They have an understanding of the curriculum vertically and know where to go to find the resources for support of instruction. They relate content to other disciplines. They promote global awareness and relevance by helping students make connections to the outside world and how the skills are applicable to real life.</i>
<input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study.	<ul style="list-style-type: none"> • Identifies prerequisite skill requirements of students with grade level teams • Identifies requirements needed to meet the demands of the next grade level when creating IEP goals, accommodations and modifications that span into the next school year • Attends vertical planning meetings • Uses Anchor Charts mirroring those in the regular education classroom to reinforce concepts • Assist the regular education teaching in balancing the student's use of nonfiction vs. fiction reading materials
<input type="checkbox"/> Promotes global awareness	<ul style="list-style-type: none"> • Integrates global content into lesson plans

- Assists students in identifying the link between behavior, attendance, participation, and academic success. Also assists students with understanding the link between applying oneself academically/socially and future success in real world scenarios

Element IIIId: Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, person productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health awareness.

Proficient

Big Ideas: EC Teachers teach life skills, which include leadership, ethics, accountability, adaptability, personal productivity, people skills, self-direction, self-advocacy, and social skills. They demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness.

☐ Identifies relationships between the core content and 21st century content.

- Incorporates activities in lesson plans that allow students to use technology
- Creates transition plans with 21st century skills in mind
- Assists students with developing appropriate self-advocacy skills for themselves
- Incorporates behavioral expectations, functional skills, and social skills lessons into development of IEP goals and specialized instruction designed to assist students with meeting these goals
- References PBIS expectations in teaching accountability, social skills, and responsibility for students
- Develops appropriate behavioral, academic, functional and transition goals in the IEP which promote students' future success in academic, interpersonal, and life skills
- Assists students in making "real life" connections as it relates to content specific material