## Essential Element 3.1 for Practitioners with Permanent Status

<table>
<thead>
<tr>
<th>Essential Element 3.1</th>
<th>Not Meeting Standards</th>
<th>Approaching Standards</th>
<th>Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</strong></td>
<td>Has foundational knowledge, but makes content errors and/or does not understand the prerequisite skills/knowledge students need when planning instruction.</td>
<td>Understands the subject matter concepts, academic language, and academic content standards, but rarely explains the relationship to students. Does not demonstrate awareness of common student error/misconception. Few, if any, attempts to demonstrate connections and relevance to students.</td>
<td>Understands and clearly explains the relationship between subject matter concepts, academic language, and academic content standards. Clearly demonstrates connections and relevance to students. Aware of common student error/misconception.</td>
</tr>
</tbody>
</table>

Adapted from the Continuum of Teaching Practice
### 3.1 Demonstrating knowledge of subject matter academic content standards

*Strategies below are suggestions NOT requirements*

<table>
<thead>
<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
</tr>
</thead>
</table>
| - ensure that my subject matter knowledge is sufficient to support student learning? | - Access students’ prior knowledge  
- Utilize content related research in lessons  
- Remain current with subject matter and teaching methods  
- Participate in Professional Learning Community discussions  
- Reflect on student assessment results and modify lessons and teaching as needed  
- Use GLAD strategy – Big Books, Clunkers and Links, Focused Reading, Learning Logs  
- Other |
| - continue to keep my subject matter knowledge current? | - Research materials to teach standards, via professional texts, ancillary resources and internet  
- Utilize content related research in lessons  
- Continue professional development through workshops, courses, and professional organizations  
- Participate in Professional Learning Community discussions  
- Other |
| - identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks? | - Post and explicitly state learning targets and standards  
- Make learning target connections to the real world, transparent  
- Address basic, content, and academic vocabulary  
- Align curricular materials and supplemental resources with state standards  
- Other |
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<th>How might I ...</th>
<th>P-12 Strategies</th>
</tr>
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</table>
| - integrate key concepts, themes, relationships, and connections across subject matter areas? | - Use resources to pre-plan  
- Use graphic organizers (e.g. Venn diagrams and thinking maps)  
- Explicitly state connections across subject areas  
- Ensure students express connections verbally or in written assignments  
- Other |
| - ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline? | - Include multiple perspectives in lessons  
- Reflect on student assessment results and modify teaching as needed  
- Use graphic organizers (e.g. Venn diagrams, compare/contrast charts or thinking maps)  
- Use cross-cultural surveys  
- Utilize debates and discussions  
- Use resources to pre-plan  
- Other |
### How might I ...

- maintain and utilize current understanding of relevant content standards and frameworks?

### P-12 Strategies

- Participate in Professional Learning Community discussions related to content standards
- Participate in cross grade-level content standards and frameworks conversations in core subject areas: English/Language Arts, Math, History/Social Studies, and Science
- Engage in cross grade-level (K-5, 6-8, 9-12) articulations meetings to unpack state standards relative to specific content areas
- Other

* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.