

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.1 Demonstrating knowledge of subject matter academic content standards</p>	<p>Has a foundational knowledge of subject matter, related academic language, and academic content standards.</p>	<p>Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.</p>	<p>Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards. 9/26/2017</p>	<p>Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language in ways that ensure clear connections and relevance to students.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.</p>
			<p>World history is a very broad topic and we cover it region by region. I am trying to create a narrative that connects all the places we learn about, but at times struggle to do it cohesively. I do not teach vocabulary specifically, but rather incorporate it into the content and ask students to use it frequently This works for some students, but not all as some become lost in the vocabulary. Additionally, last year I did not incorporate enough primary source analysis and am working to use CLOSE reading techniques more frequently.</p>		

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<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p>	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines. 9/26/2017</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that addresses students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. 9/26/2017</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of range of students development into instructional decisions to ensure student understanding of the subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structures, grammatical, and stylistic language features to ensure equitable access to subject matter understanding for the range of student language levels and abilities.</p>	<p>Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages student at all levels of vocabulary, academic language, and proficiencies in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>
	<p>I tend to stay within subject specific vocabulary, but I do teach vocabulary relating to history source analysis as I incorporate more CLOSE reading into my curriculum.</p>		<p>I am aware of students developmental stages and treat them in a way that reflects their age. I am trying to encourage independence and problem-solving skills as students work through the curriculum.</p> <p>I teach vocabulary through emersion, in which we learn a word then use it frequently until students feel comfortable to use the terms themselves.</p>		

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<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p>	<p>Follows organization of curriculum as provided by site and district to support student understanding of the subject matter.</p>	<p>Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.</p>	<p>Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding. 9/26/2017</p>	<p>Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student comprehension and facilitates student articulation about what they do and do not understand.</p>
				<p>Last spring I re-organized the spring curriculum to incorporate new teaching strategies from spring professional development meetings and successful lessons. I have also incorporated new technology resources into the curriculum. Since I was able to reorganize the information ahead of time, I have had the time to re-structure each lesson to fit with our global narrative and student interests/needs.</p>	

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<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p>	<p>Uses instructional strategies that are provided in the curriculum.</p>	<p>Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.</p>	<p>Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that addresses students' diverse learning needs. 9/26/2017</p>	<p>Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide student in understanding connections within and across subject matter.</p>	<p>Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of student towards a deep knowledge of subject matter.</p>
			<p>As noted before, I re-organized my curriculum to be more efficient, and therefore have time to work through successful instructional strategies at my disposal. I know what works in my classroom, and what does not fit with my teaching style. I have had the opportunity to incorporate many new Kagan structures into my curriculum.</p>		

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<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials including adopted materials, to make subject matter accessible to all students</p>	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resource needs.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. 9/26/2017</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists student with equitable access to materials, resources, and technologies. Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that student are able to obtain equitable access to a wide range of technologies through ongoing links to outside resources and support.</p>
			<p>My students use a variety of techniques when it comes to accessing world history. I try not to do the same type of activity 2 days in a row, unless we are working on rotation stations, which I supplement with additional structures. Students access the text online using TCI. They also access a variety of activities on Nearpod and Google Classroom. Students frequently participate in scavenger hunts, competing to find information all over the room. At the end of each chapter we review the vital information with Kahoot, an online game. My warm-ups are either online google, google</p>		

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			classroom, or Nearpod or on paper using a Kagan structure depending on the nature of the main activity.		
<p>3.6 Addressing the needs of <i>English learners</i> and student with special needs to provide equitable access to the content</p>	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading, and writing. Uses multiple measures for assessing English learners' performance to identify gaps in English language development.</p> <p>Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners. 9/26/2017</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content. 9/26/2017</p>	<p>Integrates knowledge of English language development, English learners' strengths and assessed needs into English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded support for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment, and elimination of scaffolds based on English learners' proficiencies, knowledge, and skills in the content.</p>

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			<p>The majority of my students are English learners and therefore much of my curriculum is tailored toward them. I am still working to balance these needs without scaffolding the material too much. I often work with students, scaffolding vocabulary into each activity both implicitly and explicitly. Many of my activities include fill in the blank portions. I am still working to scaffold for a variety of needs in the classroom.</p>		
<p>3.6 Addressing the needs of English learners and <i>student with special needs</i> to provide equitable access to the content</p>	<p>Has an awareness of the full range of students identified with special needs through data provided by the school.</p> <p>Attends required meeting with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff, and families to ensure consistent instruction. Supports families in positive engagement with school.</p> <p>Initiates and monitors referral processes and follow-up meeting to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and support the full range of student with special needs to actively engage in the assessment and monitor their own strengths, learning needs, and achievement in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and</p>

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			previous to referral.	9/26/2017	effective implementations of referral processes.
				<p>I am very fortunate to work at a school with a full-inclusive Special Education program. Students are in the classroom all day, every day, except when their accommodation is that they are pulled into a separate environment for testing. I have 6 SPED students that meet a variety of needs and specific scaffolding. Two of my student receive fully scaffolded activities in which they highlight key information and fill in the blanks. One student uses dragon dictation to write in her activities. My other 3 students complete the activities with aided support and are given a key to check their answers at a later time.</p>	