

## Standard III: Teachers know the content they teach

Observation	<b>a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>.</b> In order to enhance the <i>North Carolina Standard Course of Study</i> , 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.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.	. . . and <input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	. . . and <input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	. . . and <input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.	
✓	<input type="checkbox"/> <b>Elementary:</b> Begins to integrate literacy instruction in selected lessons.	<input type="checkbox"/> <b>Elementary:</b> Integrates effective literacy instruction throughout the curriculum.	<input type="checkbox"/> <b>Elementary:</b> Evaluates and reflects upon the effectiveness of literacy instruction.	<input type="checkbox"/> <b>Elementary:</b> Makes necessary changes to instructional practice to improve student learning.	
✓	<input type="checkbox"/> <b>Secondary:</b> Recognizes the importance of integrating literacy strategies within the content areas.	<input type="checkbox"/> <b>Secondary:</b> Incorporates a wide variety of literacy skills within content areas to enhance learning.	<input type="checkbox"/> <b>Secondary:</b> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	<input type="checkbox"/> <b>Secondary:</b> Makes necessary changes to instructional practice to improve student learning.	
<b>b. Teachers know the content appropriate to their teaching specialty.</b> 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.					
✓	<input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	. . . and <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	. . . and <input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	. . . and <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	