

- (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the ~~learning~~ ~~needs~~ of each student
- (3) ~~Standard 3~~ **Standard 3** Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons ~~and~~ their ability to match objectives and activities to relevant state standards
- (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and ~~real~~ ~~world~~ applications of their grade level and subject-area content
 - (i) Teachers have expertise ~~how~~ their content vertically and horizontally aligns with the grade level/subject area continuum, leading to an integrated curriculum across grade levels and content areas
 - (ii) Teachers identify gaps in ~~students'~~ ~~students'~~ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners
 - (C) Teachers demonstrate ~~content~~ ~~specific~~ pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to ~~connect~~ ~~their~~ content knowledge to new learning
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' ~~real~~ ~~world~~ experiences
- (4) **Standard 4** Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear ~~expectations~~ ~~expectations~~ student behavior, and organization that maximizes student learning
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students

