

Teacher Quality Standard I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Element C

Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Segment and sequence traditional, in-person lessons into smaller segments to reach the depth of expectations per the standard.
- Spend several lessons on one topic (e.g., text, historic document, task) with each lesson subsequently focusing on a deeper and more extensive understanding of the topic and varied student work products.
- Monitor the level of understanding through frequent checks for understanding of the content by calling on students and having them explain information for other students.
- Engage students in a chat or discussion board to communicate the connections students are making with the key concepts to other ideas based on questions posed.

Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Listen for opportunities that the educator provides for a think-aloud of new learning to engage students in the learning process.
- Observe the educator utilizing success criteria as a visual reference throughout the lesson.
- Observe/hear frequent checks for understanding by stopping and asking questions and having students put learning in their own words.

