Teaching Standards

Knowledge of Students and Student Learning: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students. I

1 **Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.** I.1

- a Teachers describe orally or in writing an understanding of the developmental characteristics of their students. I.1.A
- b Teachers create developmentally appropriate lessons that address students' learning differences and needs. I.1.B
- c Teachers implement lessons and modify instruction based upon students' developmental needs. I.1.C

2 **Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.** I.2

- a Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. I.2.A
- b Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. I.2.B
- c Teachers explain their instructional decisions citing current research. I.2.C

3 **Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.** I.3

- a Teachers vary and modify instruction to meet the diverse learning needs of each student. I.3.A
- b Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences. I.3.B

4 **Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.** I.4

- a Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers. I.4.A
- b Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers. I.4.B

5 **Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.** I.5

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a Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction. I.5.A

b Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning. I.5.B

c Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives. I.5.C

6 **Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.** I.6

a Teachers use technological tools and a variety of communication strategies to engage each student. I.6.A

b Teachers assist students to become knowledgeable and critical consumers and users of quality information. I.6.B

Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students. II

1 **Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).** II.1

a Teachers incorporate key concepts during instruction through the use of multiple representations and explanations. II.1.A

b Teachers engage students to use key disciplinary language with comprehension through instruction. II.1.B

c Teachers demonstrate the effective use of current developments in pedagogy and content. II.1.C

d Teachers design learning experiences that foster student understanding of key disciplinary themes. II.1.D

e Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice. II.1.E

2 **Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.** II.2

a Teachers facilitate students' ability to develop diverse social and cultural perspectives. II.2.A

b Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction. II.2.B

c Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. II.2.C

d Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. II.2.D

e Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. II.2.E

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3 **Teachers use a broad range of instructional strategies to make subject matter accessible.** II.3

- a Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students. II.3.A
- b Teachers adapt instruction in response to various levels of student understanding. II.3.B
- c Teachers make meaningful connections between content and students' life experiences. II.3.C
- d Teachers create opportunities for students to engage in self-directed learning. II.3.D

4 **Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.** II.4

- a Teachers design learning experiences that are aligned with learning standards. II.4.A
- b Teachers articulate clear learning objectives that align with learning standards. II.4.B
- c Teachers include opportunities for students' to achieve learning goals in a variety of ways. II.4.C

5 **Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.** II.5

- a Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods. II.5.A
- b Teachers address common misconceptions in the content area through instructional methods. II.5.B
- c Teachers design learning experiences that connect students' prior knowledge and instruction to new content. II.5.C

6 **Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.** II.6

- a Teachers organize physical space to reflect an awareness of learner needs and curricular goals. II.6.A
- b Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning. II.6.B
- c Teachers organize and effectively use time to achieve learning goals. II.6.C
- d Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs. II.6.D
- e Teachers access appropriate resources to meet specific learning differences or needs. II.6.E

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Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. III

1 **Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.** III.1

- a Teachers align instruction to standards. III.1.A
- b Teachers implement instruction proven to be effective in prior research. III.1.B
- c Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions. III.1.C

2 **Teachers communicate clearly and accurately with students to maximize their understanding and learning.** III.2

- a Students understand directions and procedures. III.2.A
- b Teachers use a variety of questioning techniques to advance student learning and reflection. III.2.B
- c Students' comments and questions are acknowledged and utilized to advance learning. III.2.C
- d Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods. III.2.D
- e Teachers adjust communication in response to student needs. III.2.E

3 **Teachers set high expectations and create challenging learning experiences for students.** III.3

- a Teachers articulate high expectations for all students. III.3.A
- b Students have a clear understanding of measures of success. III.3.B
- c Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources. III.3.C

4 **Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.** III.4

- a Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. III.4.A
- b Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. III.4.B
- c Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences. III.4.C

5 **Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.** III.5

- a Students synthesize and express ideas both in written and oral formats. III.5.A
- b Students work effectively with others, including those from diverse groups and with opposing points of view. III.5.B

Students make decisions, solve problems, and take actions as appropriate. III.5.C

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d Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning. III.5.D

e Students utilize technologies and resources to solve real world problems. III.5.E

6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. III.6

a Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. III.6.A

b Teachers seek and provide feedback during and after instruction. III.6.B

c Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress. III.6.C

Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth. IV

1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student. IV.1

a Teachers are caring and respectful in their interactions with students. IV.1.A

b Teachers embrace student diversity as an asset in the classroom. IV.1.B

c Teachers recognize and reinforce positive interactions among students. IV.1.C

d Teachers create a climate of acceptance and respect. IV.1.D

e Teachers create an environment where students show responsibility to and for one another. IV.1.E

2 Teachers create an intellectually challenging and stimulating learning environment. IV.2

a Teachers encourage students to set high standards and expectations for their own performance. IV.2.A

b Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals. IV.2.B

c Teachers promote students' curiosity and enthusiasm for learning. IV.2.C

d Students are actively engaged in learning. IV.2.D

e Students openly express their ideas. IV.2.E

f Students show pride in their work and accomplishments. IV.2.F

3 Teachers manage the learning environment for the effective operation of the classroom. IV.3

a Teachers establish, communicate, and maintain clear standards and expectations for student behavior. IV.3.A

b Teachers develop, implement, and adapt routines and procedures to manage activities and transitions. IV.3.B

c Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning. IV.3.C

d Students exhibit respectful classroom interactions. IV.3.D

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4 **Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.** IV.4

- a Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments. IV.4.A
- b Teachers ensure that all students have equitable access to available resources and technologies. IV.4.B
- c Teachers effectively use the services and skills of available volunteers and paraprofessionals. IV.4.C
- d Teachers know and implement policies and procedures to ensure student safety. IV.4.D

Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. V

1 **Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.** V.1

- a Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. V.1.A
- b Teachers use formative assessment to inform teaching and learning. V.1.B
- c Teachers use summative assessment to measure and record student achievement. V.1.C
- d Teachers design assessments that are aligned with curricular and instructional goals. V.1.D
- e Teachers design and select assessments that accurately determine mastery of student skills and knowledge. V.1.E
- f Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance. V.1.F
- g Teachers implement required testing accommodations. V.1.G

2 **Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.** V.2

- a Teachers analyze data accurately. V.2.A
- b Teachers provide timely feedback to engage students in self-reflection and self-improvement. V.2.B
- c Teachers use assessment data to set goals and design and differentiate instruction. V.2.C
- d Teachers engage students in self-assessment of their learning goals, strategies, and outcomes. V.2.D

3 **Teachers communicate information about various components of the assessment system.** V.3

- a Teachers provide access to information on student assessments. V.3.A
- b Teachers provide appropriate information and interpretation of various assessment data. V.3.B

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4 **Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.** V.4

- a Teachers demonstrate an understanding of assessment measures, grading, and procedures. V.4.A
- b Teachers develop a plan for their overall assessment system. V.4.B
- c Teachers use their plans and assessment data to adjust teaching and assessment practices. V.4.C

5 **Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.** V.5

- a Teachers communicate the purposes of the assessments they use. V.5.A
- b Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs. V.5.B
- c Teachers articulate assessment criteria to students and provide parameters for success. V.5.C
- d Teachers equip students with assessment skills and strategies. V.5.D
- e Students practice various formats of assessments using authentic curriculum. V.5.E

Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. VI

1 **Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.** VI.1

- a Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. VI.1.A
- b Teachers are proactive and advocate to meet the needs of students. VI.1.B
- c Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior. VI.1.C
- d Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. VI.1.D
- e Teachers complete training in response to state and local requirements and jurisdictions. VI.1.E

2 **Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.** VI.2

- a Teachers support and promote the shared school and district vision and mission to support school improvement. VI.2.A
- b Teachers participate actively as part of an instructional team. VI.2.B

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c Teachers share information and best practices with colleagues to improve practice. VI.2.C

d Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. VI.2.D

e Teachers collaborate with others both within and outside the school to support student growth, development, and learning. VI.2.E

f Teachers collaborate with the larger community to access and share learning resources. VI.2.F

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3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success. VI.3

a Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement. VI.3.A

b Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion. VI.3.B

c Teachers suggest strategies and ways in which families can participate in and contribute to their students' education. VI.3.C

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4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations. VI.4

a Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.) VI.4.A

b Teachers manage time and attendance in accordance with established guidelines. VI.4.B

c Teachers maintain classroom and school resources and materials. VI.4.C

d Teachers participate in school and district events. VI.4.D

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5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities. VI.5

a Teachers communicate relevant regulations and policies to stakeholders. VI.5.A

b Teachers maintain confidentiality regarding student records and information. VI.5.B

c Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. VI.5.C

d Teachers adhere to board policies, district procedures, and contractual obligations. VI.5.D

e Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities. VI.5.E

Professional Growth: Te go

1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth. VII.1

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continuous professional growth. VII

a Teachers examine and analyze formal and informal evidence of student learning. VII.1.A

b Teachers recognize the effect of their prior experiences and possible biases on their practice. VII.1.B

c Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth. VII.1.C

2 **Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.** VII.2

a Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice. VII.2.A

b Teachers engage in opportunities for professional growth and development. VII.2.B

3 **Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.** VII.3

a Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice. VII.3.A

b Teachers participate actively as part of an instructional team to improve professional practice. VII.3.B

c Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice. VII.3.C

4 **Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.** VII.4

a Teachers benefit from, contribute to, or become members of appropriate professional organizations. VII.4.A

b Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. VII.4.B

c Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods. VII.4.C