

STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1-1 Uses knowledge of students to engage them in learning.
- 1-2 Connects learning to students' prior knowledge, life experiences and interests.
- 1-3 Connects subject matter to meaningful, real-life contexts.
- 1-4 Uses a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.
- 1-5 Promotes critical thinking through inquiry, problem solving and reflection.
- 1-6 Monitors student learning and adjusts instruction while teaching.

STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2-1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully.
- 2-2 Creates learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- 2-3 Establishes and maintains learning environments that are physically, intellectually and emotionally safe.
- 2-4 Creates a rigorous learning environment with high expectations and appropriate support for all students.
- 2-5 Develops, communicates and maintains high standards for individual and group behavior.
- 2-6 Employs classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.
- 2-7 Uses instructional time to optimize learning.

STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3-1 Demonstrates knowledge of subject matter, academic-content standards and curriculum frameworks.
- 3-2 Applies knowledge of student development and proficiencies to ensure student understanding of content.
- 3-3 Organizes curriculum to facilitate student understanding of the subject matter.
- 3-4 Utilizes instructional strategies that are appropriate to the subject matter
- 3-5 Uses and adapts resources, technologies and standards-aligned instructional materials including adopted materials, to make subject matter accessible to students.
- 3-6 Addresses the needs of English Learners to provide equitable access to the content.

STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4-1 Uses knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.
- 4-2 Establishes and articulates goals for student learning. Develops and sequences long-term and short-term instructional plans to support student learning.
- 4-3 Develops and sequences long-term and short-term instructional plans to support student learning.
- 4-4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students.
- 4-5 Adapts instructional plans and curricular materials to meet the learning needs of all students

STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING

- 5-1 Applies knowledge for the purposes, characteristics and uses of different types of assessments.
- 5-2 Collects and analyzes assessment data from a variety of sources to inform instruction.
- 5-3 Reviews data, both individually and with colleagues, to monitor students.
- 5-4 Uses assessment data to establish learning goals and to plan, differentiate and modify instruction.
- 5-5 Involves students in self-assessment, goal setting and monitoring progress as appropriate.
- 5-6 Uses available technologies to assist in assessment, analysis and communication of student learning
- 5-7 Uses assessment information to share timely and comprehensive feedback with students and their families.

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6-1 Reflects on teaching practice in support of student learning.
- 6-2 Establishes professional goals and engages in continuous and purposeful professional growth and development.
- 6-3 Collaborates with colleagues and the broader professional community to support teacher and student learning.
- 6-4 Works with families to support student learning.
- 6-5 Engages local communities in support of the instructional program.
- 6-6 Manages professional responsibilities to maintain motivation and commitment to all students.
- 6-7 Demonstrates professional responsibility, integrity and ethical conduct.
- 6-8 Consistently demonstrates appropriate staff relations.
- 6-9 Consistently demonstrates appropriate administrator relations.
- 6-10 Consistently demonstrates appropriate inter/intra-agency relations.
- 6-11 Consistently demonstrates an ability to carry out adjunct duties.
- 6-12 Consistently demonstrates an attitude that is receptive to new ideas.
- 6-13 Consistently demonstrates punctuality appropriate to the position.
- 6-14 Consistently demonstrates attendance appropriate to the position.
- 6-15 Consistently demonstrates dress appropriate to the assignment.
- 6-16 Consistently completes program specific paperwork according to program policies, guidelines and deadlines.