

STANDARD 1. Professional Development

A successful teacher candidate demonstrates capacity of the knowledge and skills for professional development, which ensure a positive impact on student learning.

PD.01	<p>Engages in professional development through ongoing goal setting and use of resources and critical inquiry to improve student performance.</p> <ul style="list-style-type: none"> • Understands methods of inquiry that provide her/him with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them. • Is aware of major areas of research on teaching and of resources available for professional learning. • Identifies, analyzes, and questions the underlying assumptions of research, methods of inquiry, and pedagogy. • Reflects on observations and participation in the instructional process via reflective essays and self-evaluation. S/he clarifies their own educational philosophy and teaching style.
PD.02	<p>Collaborates with supervisory team and colleagues in broader school community.</p> <ul style="list-style-type: none"> • Values the use of reason, critical inquiry, and dialogue in an on-going commitment to reasoning practice. • Draws upon professional colleagues' arenas as support for reflection, problem-solving, and new ideas and to support his/her own development as a learner and a teacher. • Recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues and is willing to give and receive help.
PD.03	<p>Demonstrates commitment to regular self-reflection and ability to evaluate effects of teaching on students resulting in revised practice.</p> <ul style="list-style-type: none"> • Open to feedback and seeks out information and support/resources. • Values critical thinking and self-directed learning as habits of mind. • Committed to seeking out, developing, and continually refining practices that address the individual needs of students. • Committed to reflection, assessment, and learning as an ongoing process. • Uses reason and critical inquiry to make informed judgments about learning and teaching practice. • Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
PD.04	<p>Makes professional and respectful contributions through school-based activities.</p> <ul style="list-style-type: none"> • Participates in collegial activities designed to make the entire school a productive learning environment. • Is thoughtful in participation, sensitive to others, able to respond and participate in an appropriate and positive manner.

STANDARD 2. Teaching as a Profession and Professional Contributions

A successful teacher candidate demonstrates understanding of teaching as a profession.

TP.01	<p>Maintains records (e.g. performance, attendance, behavior, etc.) in an accurate and timeline manner.</p> <ul style="list-style-type: none"> • Maintains useful records of student work and performance. • Communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
TP.02	<p>Communicates in a respectful, effective, appropriate, and professional manner with everyone and develops relationships to support students' learning and well-being.</p> <ul style="list-style-type: none"> • Listens carefully, does not make assumptions, and interacts professionally. • Develops relationships with staff and parents/family/guardians that help support student well-being and learning. • Communicates regularly and uses appropriate methods to meet the needs of the family/student/parents/guardians. • Takes time to learn about the student and family to better understand his/her learning needs. • Seeks out resources and works with colleagues/support staff to benefit the students' learning and well-being.
TP.03	<p>Recognizes and has respect for individual differences with a focus on taking a strengths-based view to identify school and/or community resources to support student learning and well-being.</p> <ul style="list-style-type: none"> • Uses teaching approaches that take into account the knowledge and abilities of local families. • Sees students as whole people. • Engages students in developing abilities to contribute to diverse communities. • Focuses on student linguistic and cultural diversity as resources.
TP.04	<p>Is responsible and meets expectations of scheduled commitments, demonstrates professional responsibility, conduct, productivity, effort and adheres to established standards for dress.</p> <ul style="list-style-type: none"> • Demonstrates reliability. • Is able to take responsibility and meet all obligations. <p>Demonstrates a strong commitment to the profession and his/her students and the whole school community.</p> <ul style="list-style-type: none"> • Works hard and puts in the necessary time and effort to meet obligations and positively impact student learning. • Is professional in dress, communication, deportment and meets appropriate employment standards.

TP.05 Supports a culture of learning that advance knowledge, honor diversities, and promote social justice.

- Values and appreciates the importance of all aspects of a child’s experience and is concerned about all aspects of a child’s well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- Values the questioning of conventional understandings as explanation for student behavior, achievement, and behavior.
- Acts as an advocate for students.
- Talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- Questions conventional understanding of the relationship between school, society, and individual.

TP.06 Understands, adheres to, and implements all professional laws, rules, and policies in an ethically and just manner.

- Understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- Understands and implements laws related to students’ rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting situations related to possible child abuse).
- Respects the privacy of students and others with respect to confidentiality of information such as FERPA, HIPPA.
- Understands mandated abuse/neglect reporting.
- Understands code of professional conduct and appropriate interactions with students.
- Is responsible for staying knowledgeable of related laws and policies.
- Maintains ethical responsibility to teaching/learning and students.

STANDARD 3. Effective Teaching

A successful teacher candidate demonstrates the knowledge and skills for effective teaching which ensure a positive impact on student learning.

ET.01	<p>Respects and honors varied views, opinions, and approaches and communicates in a sensitive and responsive (timely) manner.</p> <ul style="list-style-type: none"> • Shows respect for the diverse talents of all learners. • Is committed to helping students develop self-confidence and competence and is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. • Accesses students' thinking and experiences as a basis for instructional activities. • Respects and provides timely responses to students, parents/guardians, colleagues, supervisors
ET.02	<p>Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding.</p> <ul style="list-style-type: none"> • Is a thoughtful and responsive listener. • Values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
ET.03	<p>Promotes respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens.</p> <ul style="list-style-type: none"> • Facilitates development of a community within the classroom that is connected with the school through communication, learning, and a respect for diverse society. • Prepares students to think critically about the interconnected world and the impact that has on the global community and environment. • Will help students better understand the local and global environments and how we can move toward greater levels of sustainability.
ET.04	<p>Is organized with all materials ready and lesson in place.</p> <ul style="list-style-type: none"> • Considers lesson requirements, materials, resources, time allotment in advance. • Thinks through best routine for making sure students have access to materials in an orderly, organized manner that maintains the materials in good order.
ET.05	<p>Collaboratively with students, develops clear classroom procedures and expectations.</p> <ul style="list-style-type: none"> • Works collaboratively with students to create a smooth functioning learning community. • Models and helps students assume responsibility for themselves. • Participates in collaborative decision-making. • Promotes purposeful learning activities.

ET.06	<p>Plans daily and long-range standards-based lessons that include appropriate learning objectives, measurable outcomes, and addresses supporting strategies and activities.</p> <ul style="list-style-type: none"> • Develops and understands value of short and long term planning. • Values and plans as a collegial activity. • Understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet identified learning objectives. • Identifies appropriate standard(s) for each lesson with well-aligned objectives and measurable outcomes. • Incorporates contextual considerations when planning instruction that bridges instructional goals and students' experiences.
ET.07	<p>Plans reflect deep integrated content knowledge, identified academic language, and disciplinary big ideas (principles and concepts).</p> <ul style="list-style-type: none"> • Understands major concepts and processes of inquiry central to the discipline. • Understands how students' prior knowledge and experience influence their learning. • Able to connect disciplinary knowledge to other subject areas. • Realizes that subject matter knowledge is not a fixed body of facts, but is complex and ever evolving. • Demonstrates enthusiasm for their discipline and makes connections to everyday life.
ET.08	<p>Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, affective, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g. student language demands, IEPs, 504s, HCL, etc.).</p> <ul style="list-style-type: none"> • Committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities. • Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents/family/guardians and colleagues and students themselves. • Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. • Uses appropriate learning experiences and instructional strategies to positively impact student learning and aligned to student needs, such as differentiation, universal design, theories of language acquisition, etc.
ET.09	<p>Discusses daily learning objectives collaboratively with students addressing relevancy to previous learning, student knowledge, the community, future objectives, etc.</p> <ul style="list-style-type: none"> • Uses varies strategies to communicate objectives (written, verbal, modeling, etc.). • Engages students in addressing objectives to relate to previous learning, other classes, experiences, community, and future goals.

ET.10	<p>Lesson tasks are clearly aligned to learning objectives and outcomes and are appropriately outlined, scaffolded, and include monitoring methods.</p> <ul style="list-style-type: none"> • Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. • Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress. • Knows when and how to adjust plans based on student responses and other contingencies. • Responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.
ET.11	<p>Lessons encourage and engage students in making connections, construct meaning, engage in critical reflection through aesthetic reasoning, and the analysis and synthesis of varying perspectives.</p> <ul style="list-style-type: none"> • Models, encourages, and supports students to think critically and construct meaning through meaningful connections and perspectives. • Engages students in deep reasoning reflective of defending
ET.12	<p>Lessons include content from multiple perspectives (e.g. cultural, ethnic, religious, SES, gender, etc.).</p> <ul style="list-style-type: none"> • Appreciates and values human diversity, shows respect for students' varied talents and perspectives. • Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. • Is sensitive to community and cultural norms. • Is sensitive to diversity representation in teaching materials • Evaluates teaching materials for accurate and appropriate inclusion of diversity.
ET.13	<p>Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter concepts/academic language, second language acquisition).</p> <ul style="list-style-type: none"> • Remains informed about research-based instructional strategies specific to the needs of individual students. • Conducts research, collaborates, reflects/analyzes own practice, reviews assessment information to choose instructional strategies most effective for students. • Designs curriculum, lessons, and instructional activities that are rooted in the discipline-specific academic language embedded in concepts/principles/big ideas and uses languages and specific vocabulary to leverage student understanding, promote their access to information and learning, and enhance their knowledge of language and vocabulary.

ET.14	<p>Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas, etc.).</p> <ul style="list-style-type: none"> • Uses convergent and divergent questioning and appropriate wait time. • Provides, prompts, solicits alternative explanations • Uses models and analogies • Uses academic language/vocabulary specific to discipline(s) such as big ideas, concepts, principles • Scaffolds questioning to promote varies types of thinking (compare/contrast, analysis, synthesis, etc.) • Constantly monitors and adjusts strategies in response to learner feedback. • Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated. • Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of reading, writing, critical thinking, and problem solving strategies.
ET.15	<p>Maintains lesson focus and student engagement by managing instructional time appropriately “bell-to-bell” (e.g. scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions, etc.).</p> <ul style="list-style-type: none"> • Organizes, allocates, and manages the resources of time, space, activities, and attention to maximize the amount of class time spent in learning. • Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
ET.16	<p>Provides equitable opportunities for all to participate.</p> <ul style="list-style-type: none"> • Recognizes and understands a variety of instructional and classroom management strategies appropriate for students at all levels of academic abilities and talents, in both individual and group learning situations. • Learns a variety of activities that can be used in instructional settings.
ET.17	<p>Integrates technology to contribute to and enhance learning and meet individual student needs.</p> <ul style="list-style-type: none"> • Supports and expands learner expression in speaking, writing, and other media. • Knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning experiences.
ET.18	<p>Consistently develops and uses standards-based formative and summative assessments aligned to objectives and outcomes.</p> <ul style="list-style-type: none"> • Understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. • Understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns.

ET.19	<p>Uses assessment information to monitor, analyze, and adjust instruction to meet student needs.</p> <ul style="list-style-type: none"> • Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. • Appropriately uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies. • Monitors her or his own teaching strategies and evaluates the effect of class activities on both individuals and the class as a whole.
ET.20	<p>Provides regular and timely feedback to students to help guide their learning, goal setting, and understanding of the content and learning objectives.</p> <ul style="list-style-type: none"> • Considers manner in which progress is communicated to assure information is received Makes adjustments as necessary to assist in communication with parents/guardians (language, method, etc.) • Assures timely communication to all so that student can benefit from interventions, resources, ability to monitor his/her own progress
ET.21	<p>Provides students opportunities to demonstrate their learning in multiple ways.</p> <ul style="list-style-type: none"> • Provides students with multiple access points and methods to relay information, demonstrate understanding, etc. as a means to meeting their specific needs • Understands that students must be provided equitable yet alternative methods for being able to demonstrate their learning • Remains open to exploring new methods for demonstrating learning and working with individual students in this area
ET.22	<p>Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.</p> <ul style="list-style-type: none"> • Assures that students are well aware of the learning goals and how progress is measured • Facilitates student evaluation of his/her own work and set learning goals • Provides and instructs students with guidelines, checklists, rubrics, etc. aligned to the standards-based learning goals and assessments to enhance student capacity to monitor their own work and set goals • Checks with students/monitors regarding personal learning goals; assists students in learning strategies and finding resources to help them meet their goals
ET.23	<p>Communicates progress to students, parents/guardians, supervisory team, and colleagues (as appropriate).</p> <ul style="list-style-type: none"> • Recognizes importance of providing students with clear feedback and information about their progress to enhance student ability to monitor their own learning • Informs supervisory team and parents/guardians about student progress, being clear to identify students of concern and development of plan to address concerns • Is timely in reviewing student progress and communicating information to all applicable parties