

Professional Principles for the K-12 Teacher

Lewis-Clark State College, Division of Education

GOAL: The goal of the teacher education programs is to prepare caring professionals who teach for understanding in communities of learning.

Each teacher candidate will demonstrate:

Knowledge

- Of all subjects taught
- Of the nature of learning
- Of effective ways of teaching

Skill

- As an educational designer
- As an educational facilitator
- As an educational evaluator
- As an effective communicator

Dedication

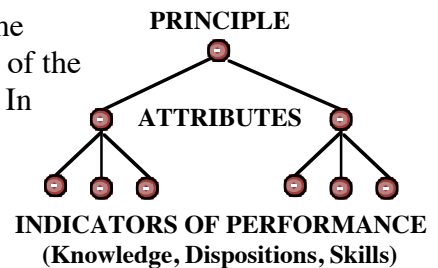
- To the well-being of children
- To the profession of Education
- To individual differences and special needs
- To diversity, equity, and human dignity
- To reflective practice

TEACHER EDUCATION



LEWIS-CLARK STATE COLLEGE

PERFORMANCE STANDARDS: In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher performs a variety of roles. In performing these roles, teachers demonstrate their knowledge, skills, and dispositions via *indicators* related to the key *attributes* associated with each of eight *principles* of professional competence.



Exhibiting Appropriate Conduct as a Professional:
THE DEDICATED PROFESSIONAL

The Principle:

The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.

Key Attributes:

The teacher conducts themselves in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Indicators of Performance (Grouped by Attributes):

1. The teacher conducts themselves in a manner which shows care and concern for children and learning.
 - a. The teacher demonstrates care and concern for children.
 - b. The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
 - c. The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
 - d. The teacher is committed to helping students develop self-confidence and competence.
 - e. The teacher respects students as individuals with differing backgrounds, skills, talents, and interests.
 - f. The teacher creates a learning community in which individual differences are respected and valued.
 - g. The teacher persists in helping all students achieve success.
 - h. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
 - i. The teacher acts as an advocate for students.

2. The teacher conducts themselves in a manner which shows commitment to the profession of education.
 - a. The teacher can list the advantages and disadvantages of the teaching profession as a life-long career.
 - b. The teacher shows a commitment to the profession.
 - c. The teacher has enthusiasm for learning and the discipline taught.

- d. The teacher maintains their own well-being by practicing behaviors of mental and physical health.
 - e. The teacher is engaged in personal discovery and transition toward professionalism.
 - f. The teacher demonstrates insight into their individual personal characteristics and is aware of the personal characteristics associated with successful teachers.
 - g. The teacher exercises appropriate etiquette and decorum and exhibits a positive work ethic (e.g., punctuality, grooming, etc.)
 - h. The teacher uses technology to enhance productivity and professionalism.
3. The teacher exhibits high ethical and professional standards.
- a. The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
 - b. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
 - c. The teacher respects the privacy of students and confidentiality of information.
 - d. The teacher values all individuals regardless of origin or individual circumstance.
 - e. The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
 - f. The teacher recognizes the importance of the relationship between school and community.
 - g. The teacher appreciates the need to assess and be sensitive to the ethical and moral culture of the community.
 - h. The teacher is sensitive to issues of diversity and multiculturalism and acts in a reasonable manner in situations regarding these issues.
 - i. The teacher encourages students to see, question, and interpret ideas from diverse perspectives.
 - j. The teacher knows and practices The Code of Ethics of the Idaho Teaching Profession.
4. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- a. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
 - b. The teacher is willing to consult with other adults regarding the education and well-being of their students.
 - c. The teacher is willing to work with other professionals to improve the overall learning environment for students.
 - d. The teacher participates in collegial activities designed to make the entire school a productive learning environment.

- e. The teacher makes links with the learners' other environments on behalf of students, by consulting and collaborating with parents, counselors, teachers of other classes, and professionals in other community agencies.
 - f. The teacher effectively uses communication techniques (reads, writes, listens, speaks) with parents, colleagues, and other professional and community partners.
 - g. The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
 - h. The teacher uses information about students and links with community resources to meet student needs.
 - i. The teacher effectively includes professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
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Knowledgeable of the Foundations of the Profession:
THE KNOWLEDGEABLE PROFESSIONAL

The Principle:

The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

Key Attributes:

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

Indicators of Performance (Grouped by Attributes):

1. The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
 - a. The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
 - b. The teacher understands how learning occurs and that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
 - c. The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
 - d. The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
 - e. The teacher understands how students' learning is influenced by individual experiences, talents, health, and prior learning, as well as language, culture, family and community values, and economic conditions.
 - f. The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

- g. The teacher understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning.
 - h. The teacher understands how social groups function and influence people, and how people influence groups.
 - i. The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
 - j. The teacher understands communication theory, language development, and the role of language in learning.
 - k. The teacher understands how diversity affects communication in the classroom.
 - l. The teacher recognizes the importance of nonverbal as well as verbal communication.
 - m. The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
 - n. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.
 - o. The teacher understands cultural, community, and socioeconomic diversity.
 - p. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
 - q. The teacher recognizes their responsibility in ensuring that all students learn and is open to expertise that supports student learning (e.g., the school counselor and community professionals).
 - r. The teacher recognizes that teacher expectations influence student learning.
2. The teacher understands a variety of instructional strategies to create learning opportunities that
- Support the intellectual, social, and personal development of learners,
 - Encourage positive social interaction, active engagement in learning, and self-motivation, and
 - Encourage students' development of critical thinking, problem solving, and performance skills.
- a. The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
 - b. The teacher understands the principles of effective classroom management to promote positive relationships, cooperation, and purposeful learning in the classroom.
 - c. The teacher understands best practices for effective instruction.
 - d. The teacher understands basic technology operations and concepts.
 - e. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.
 - f. The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

- g. The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
 - h. The teacher values many ways in which people seek to communicate.
3. The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
- a. The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
 - b. The teacher appreciates individual variation within each domain of development.
 - c. The teacher respects the diverse talents of students.
4. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.
- a. The teacher is knowledgeable of the foundations of education (e.g., philosophies, curricula, history, law, structures, etc.).
 - b. The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which they work.
 - c. The teacher 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 in situations related to possible child abuse).
 - d. The teacher knows about professional organizations within education and within their content area.
 - e. The teacher understands the dynamics of change and recognizes that the field of education is not static.
 - f. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.
 - g. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.
 - h. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.
 - i. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.
 - j. The teacher conveys the historical, political, and economic significance of the educational system in the broader society.
 - k. The teacher adheres to local, state, and federal laws.
 - l. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.
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Exhibiting Expertise in Subject(s) Taught:
THE CONTENT SPECIALIST

The Principle:

The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach.

Key Attributes:

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

Indicators of Performance (Grouped by Attributes):

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach.
 - a. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
 - b. The teacher understands how students' world view can influence their understanding.
 - c. The teacher understands the role of the discipline in preparing students for the global community.
 - d. The teacher understands the relationship of knowledge of the discipline to other subject areas and to real-life situations.
 - e. The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
 - f. The teacher has enthusiasm for the discipline(s) they teach and sees connections to everyday life.
 - g. The teacher sees how the application of learning is useful in life.
 - h. The teacher recognizes the interconnectedness of the disciplines.
 - i. The teacher is skilled in the tools of inquiry for each discipline of the content area(s) that they teach.
 - j. The teacher can relate their knowledge of the discipline to other subject areas.
 - k. The teacher presents information that is accurate and relevant.
 1. The teacher effectively uses multiple modalities and explanations of disciplinary concepts that capture key ideas, links them to students' prior learning, and makes connections to everyday life and the global community.
 - m. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in their teaching of subject matter.

- n. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
 - o. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
2. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.
- a. The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving.
 - b. The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
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Demonstrating Skills as an Educational Designer:
THE EDUCATIONAL DESIGNER

The Principle:

The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.

Key Attributes:

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) they teach meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

Indicators of Performance (Grouped by Attributes):

1. The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) they teach meaningful for students.
 - a. The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
 - b. The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
 - c. The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
 - d. The teacher knows how to plan and design effective learning environments and experiences supported by technology.
 - e. The teacher knows how to develop curriculum plans that include methods and strategies that apply technology to maximize student learning.
 - f. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.
 - g. The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

- h. The teacher recognizes the importance of both long term and short term planning.
 - i. The teacher values planning as a collegial activity.
 - j. The teacher recognizes the importance of the development of students' critical and creative thinking, problem solving, and performance capabilities.
 - k. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting and modifying instruction to student responses, ideas, and needs.
 - l. As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
 - m. The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
 - n. The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, needs and background.
 - o. The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
 - p. The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
 - q. The teacher creates a learning community in which individual differences are respected and accommodated.
 - r. The teacher creates and implements interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
 - s. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
 - t. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
 - u. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs (e.g., developmental stages, prior learning, learning styles, and interests).
 - v. The teacher designs activities that promote a positive classroom climate of openness, mutual respect, support, inquiry, and individual differences.
 - w. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.
 - x. The teacher designs learning environments which promote health, safety, and well-being.
2. The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.

- a. The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).
 - b. The teacher understands and knows how to identify differences in approaches to learning and performance (e.g., learning styles, multiple intelligences, and performance modes) and designs instruction that helps use students' strengths as a basis for growth.
 - c. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
 - d. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
 - e. The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
 - f. The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
 - g. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
 - h. The teacher evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
 - i. The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
 - j. The teacher accesses appropriate services or resources to meet students' needs.
 - k. The teacher designs and implements lessons that enhance learning through the use of a variety of resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).
 - l. The teacher plans and designs effective learning environments and experiences supported by technology.
3. The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.
- a. The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
 - b. The teacher makes appropriate provisions, adaptations, and modifications (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

- c. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
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Demonstrating Skills as an Educational Facilitator:
THE EDUCATIONAL FACILITATOR

The Principle:

The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.

Key Attributes:

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicators of Performance (Grouped by Attributes):

1. The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
 - a. The teacher knows how to use technology to enhance productivity and professionalism. [
 - b. The teacher is knowledgeable in content related to the health, safety, and well-being of children.
 - c. The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
 - d. The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
 - e. The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in their teaching of subject matter concepts.
 - f. The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

- g. The teacher constantly monitors and adjusts strategies in response to learner feedback.
 - h. The teacher varies their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
 - i. The teacher is adept at “thinking on their feet” (i.e., capable of making necessary adjustments to the planned learning experience).
 - j. The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
 - k. The teacher uses a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.
 - l. The teacher demonstrates a sound understanding of technology operations and concepts.
 - m. The teacher models new media and technologies and integrates them into instruction.
 - n. The teacher integrates multiple perspectives into discussions of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.
 - o. The teacher uses multiple teaching and learning strategies to engage students in active learning.
 - p. The teacher promotes the development of critical and creative thinking, problem solving, and performance capabilities.
 - q. The teacher helps students assume responsibility for identifying and using learning resources.
 - r. The teacher varies their role (e.g., instructor, facilitator, and coach) in the instructional process in relation to the content and purposes of instruction and the needs of students.
 - s. The teacher implements curriculum plans that include methods and strategies that apply technology to maximize student learning.
 - t. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
2. The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- a. The teacher understands the principles of effective classroom management and strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning.
 - b. The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
 - c. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
 - d. The teacher exhibits effective, classroom organization skills.

- e. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
 - f. The teacher creates a positive learning environment where students develop self-worth.
 - g. The teacher maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.
 - h. The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
3. The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- a. The teacher knows about and can use effective verbal, nonverbal, and media communication techniques and tools including audio-visual technology, computers, and the Internet, to enrich learning opportunities.
 - b. The teacher is a thoughtful and responsive listener.
 - c. The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
 - d. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
 - e. The teacher appreciates the ways in which people seek to communicate.
 - f. The teacher appreciates the influence of cultural diversity on communication.
 - g. The teacher recognizes the importance of verbal as well as nonverbal communication.
 - h. The teacher 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. [INTASC 10.P.5]
 - i. The teacher effectively uses verbal (reads, writes, listens, speaks), nonverbal, and media communication techniques with students to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - j. The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
 - k. The teacher supports and expands learner expression in speaking, writing, and other media.
 - l. The teacher encourages many modes of communication in the classroom.
 - m. The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and

problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

- n. The teacher facilitates discussion, listens and responds to group interaction, and elicits expressions of student thinking (e.g., oral, visual, and written).
 - o. The teacher is a thoughtful and responsive listener.
 - p. The teacher demonstrates the ability to communicate effectively in writing.
 - q. The teacher demonstrates sensitivity in communication to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
 - r. The teacher uses a variety of communication tools, including audio-visual technologies, computers, and the Internet, to enrich learning opportunities.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and fosters active inquiry, collaboration, and supportive interaction in the classroom.
- a. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.
 - b. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
 - c. The teacher understands the principles of human motivation and behavior, both extrinsic and intrinsic.
 - d. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
 - e. The teacher understands strategies that make students feel valued in the classroom and the community.
 - f. The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
 - g. The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
 - h. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
 - i. The teacher recognizes the importance of leadership, participation, and a democratic process appropriate to the classroom and school.
 - j. The teacher appreciates the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
 - k. The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.
 - l. The teacher is committed to the continuous development of individual students' abilities and considers how different strategies encourage self-motivation.
 - m. The teacher recognizes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
 - n. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decisionmaking, work collaboratively and independently, and engage in purposeful learning activities.

- o. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
 - p. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
 - q. The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
 - r. The teacher uses a range of effective classroom management strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
 - s. The teacher exhibits a respectful regard for the needs and success of each student and acts as an advocate for students.
 - t. The teacher maintains a caring and supportive relationship with students.
 - u. The teacher presents issues with objectivity, fairness, and respect.
 - v. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
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Demonstrating Skills as an Educational Facilitator:
THE EDUCATIONAL EVALUATOR

The Principle:

The successful teacher is one who continually and accurately assesses the achievement of students and the efficacy of the learning environment.

Key Attributes:

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

1. The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
 - a. The teacher understands the characteristics, design, purposes, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) 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.
 - b. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
 - c. The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
 - d. The teacher understands the purposes of formative and summative assessment and evaluation.
 - e. The teacher realizes the need to use multiple strategies to assess individual student progress.
 - f. The teacher understands the role of assessment in designing and modifying instruction.
 - g. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
 - h. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.
 - i. The teacher 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.

- j. The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
 - k. The teacher is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities.
 - l. The teacher respects the ethical issues related to assessment (e.g., confidentiality, labeling, and use of assessment results).
 - m. The teacher appreciates input from parents/guardians and others knowledgeable about the student.
 - n. The teacher select, construct and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance their knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
 - o. The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
 - p. The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
 - q. The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
 - r. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.
 - s. The teacher establishes student assessments that align with curriculum goals and objectives and adjusts instructional plans to improve student learning.
 - t. The teacher uses multiple assessment strategies to determine students' entry skills and establish appropriate curriculum goals and objectives.
 - u. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
 - v. The teacher applies technology to facilitate a variety of effective assessment and evaluation strategies.
 - w. The teacher uses a variety of sources for evaluating teaching and learning outcomes (e.g., classroom observation, information from parents and students, and research).
 - x. The teacher demonstrates ethical standards related to assessment (e.g., confidentiality, labeling, and use of assessment results).
2. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
- a. The teacher uses a variety of strategies to assess the students' capabilities, curriculum goals, subject matter, and instructional strategies which will inform them about best choices for instruction in each learning situation.

- b. The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
 - c. The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests).
 - d. The teacher monitors their own teaching strategies and behavior in relation to student success, adapting and modifying plans and instructional approaches accordingly.
3. The teacher adjusts and refines instruction based upon informed analysis.
- a. The teacher knows when and how to adjust plans based on student responses and other contingencies.
 - b. The teacher monitors their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
 - c. The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
 - d. The teacher 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.
 - e. The teacher continually monitors and adjusts strategies in response to student feedback.
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Demonstrating Respect for Diversity, Equity, and Human Dignity:
THE CULTURALLY RESPONSIVE EDUCATOR

The Principle:

The successful teacher is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences. The teacher values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice, i.e., a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all.

Key Attributes:

The teacher is knowledgeable of how culture and diverse experience impact student learning and behavior, family and community dynamics, and the mission of social justice. The culturally responsive educator (candidate) understands and embraces this mission while seeking to become more culturally conscious in meeting the needs of all students. The culturally responsive educator is aware of and understands their own bias and prejudices. They are actively engaged in personal examination to confront their limitations and transform themselves in the interest of social justice within their classroom, school and community. The culturally responsive educator promotes cultural understanding within their students and colleagues. The culturally responsive educator incorporates local/regional ways of knowing and teaching in their work and values various ways of demonstrating knowledge. The culturally responsive educator participates in community events and activities in an appropriate and supportive way.

Indicators of Performance (Grouped by Attributes):

1. The culturally responsive educator is aware of and understands their own bias and prejudices. They are actively engaged in personal examination to confront their limitations and transform themselves in the interest of social justice within their classroom, school and community.
 - a. Demonstrates a willingness to actively engage in reflective self-examination and discovery of their own areas of bias, prejudice and limited knowledge with regard to people and groups of differing backgrounds. (S, D)
 - b. Acknowledges that social justice and democratic ideals are often times overwhelmed by prejudice and discriminatory practices in schools and accepts their role as a social change agent. (K, S, D)

- c. Actively seeks out opportunities to move beyond cultural tolerance to culturally consciousness and understands the value of becoming a cultural broker or resource for students. (K, S, D)
 - d. Provides opportunity for students to engage in self-examination and discovery to promote social justice and understanding of democratic ideals. (S, D)
 - e. Develops a clearer sense of their own cultural and ethnic identities. (S, D)
2. The culturally responsive educator promotes cultural understanding within their students and colleagues.
- a. Demonstrates a recognition of cultural differences as positive attributes around which to build appropriate educational experiences .(K)
 - b. Provides learning opportunities that help students recognize the integrity of the knowledge they bring with them and uses that knowledge as a springboard to new understandings. (K, S, D)
 - c. Reinforces the students' sense of cultural identity and place in the world (S, D)
 - d. Acquaints students with the world beyond their home community in ways that expand their horizons while strengthening their own identities. (K, S)
 - e. Demonstrates the recognition for the need of all people to understand the importance of learning about other ethnicities/cultures and appreciating what each has to offer. (K, S, D)
 - f. Demonstrates a recognition that not everyone within a culture has had the same experiences and that those individual differences strengthen cultural identity. (K, D)
3. The culturally responsive educator incorporates local/regional ways of knowing and teaching in her/his work and values various ways of demonstrating knowledge.
- a. Engages students in appropriate projects and experiential learning activities in the surrounding environment.
 - b. Provides integrated learning activities organized around themes of related diverse groups, places and events. (K, S, D)
 - c. Demonstrates knowledge in areas of diverse groups and experiences related to that which is traditional, historical and/or contemporary and how they apply in the classroom. (K, S)
 - d. Seeks to ground teaching in a constructive process built upon the background of their students. (K, S, D)
4. The culturally responsive educator participates in community events and activities in an appropriate and supportive way.
- a. Participates as an active member of the diverse community in which they teach and makes positive and culturally appropriate contribution to the well-being of that community. (K, S, D)
 - b. Exercises professional responsibilities in the context of the community's traditions. (K, D)

- c. Maintains a close working relationship with and makes appropriate use of the ethnic and professional expertise of their co-workers from the local community. (K, S, D)
- d. Evaluates and understands the needs of the community they serve and the impact of their involvement from the community's perspective. (K, S, D)

5. The culturally responsive educator works closely with parents, family and community members to achieve a high level of complimentary educational expectations between home and school.

- a. Promotes extensive parental interaction and involvement in their children's education. (S, D)
 - b. Seeks to continually learn about and build upon the diverse experiences and knowledge that students bring with them from their homes and community. (K, D)
 - c. Seeks to learn other languages demonstrated within the community and to promote their use in instruction. (K, D)
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Demonstrating Capacity for Reflective Practice:
THE REFLECTIVE PROFESSIONAL

The Principle:

The successful teacher is one who continually engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

Key Attributes:

The teacher is a reflective practitioner who continually evaluates the effects of their choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Indicators of Performance (Grouped by Attributes):

1. The teacher is a reflective practitioner who continually evaluates the effects of their choices and actions on themselves and others (students, parents, and other professionals in the learning community).
 - a. The teacher understands methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice, its influences on students' growth and learning, and the complex interactions between them.
 - b. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
 - c. The teacher is aware of the personal biases that affect teaching.
 - d. The teacher values critical thinking and self-directed learning as habits of mind.
 - e. The teacher is committed to reflection, assessment, and learning as an ongoing process.
 - f. The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
 - g. The teacher recognizes the importance of working with professionals.
 - h. The teacher recognizes the professional responsibility for engaging in and supporting appropriate practices for self and colleagues.
 - i. The teacher seeks and acts upon advice and suggestions and is willing to give and receive help.
 - j. The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
 - k. The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

- l. The teacher maintains their own well-being in the context of their professional life.
 - m. The teacher uses self-reflection as a means of improving instruction.
 - n. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
2. The teacher actively seeks out opportunities to grow professionally.
 - a. The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities).
 - b. The teacher knows where to find and how to access professional resources on teaching and subject matter.
 - c. The teacher understands the need for professional activity and collaboration beyond the school.
 - d. The teacher recognizes their professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
 - e. The teacher embraces lifelong learning.
 - f. The teacher seeks out professional literature, colleagues, and other resources to support their own development as a learner and a teacher.
 - g. The teacher actively participates in professional research and dissemination activities.
 - h. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
 - i. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.