Standard 1 - Effective Teaching

Criteria 1 -- Using multiple instructional strategies to address individual student needs.

Career

Identifying standards, targeting learning outcomes and selecting instructional strategies, including the principles of second language acquisition, carefully chosen to reach the standard appropriate for the particular learning needs of assigned students.

Criteria 2 -- Integrating subjects across content areas

Career

Ensuring application of theories of language acquisition and stages of language development in the integration of subject matter across the content areas of mathematical, scientific, and aesthetic reasoning.

Criteria 3 -- Using a variety of assessments to monitor and improve instruction

Career

Selecting and implementing ongoing formative and summative assessment strategies to inform instruction.

Criteria 4 -- Creating a safe, productive learning environment.

Applying consistent and intentional approaches to classroom management which directly support engagement and learning.

Criteria 5 -- Planning curricula for diverse student needs

Career

Employing intentional assessment strategies to understand variations within diverse and special needs population of learners and then responding with specific and appropriately challenging curriculum including supports/extensions for individual students.

Criteria 6 -- Ensuring cultural sensitivity/competence

Career

Demonstrating cultural competency in teaching and relationships with students, families and communities and using this knowledge to select engaging, relevant learning goals and activities.

Criteria 7 -- Integrating technology

Career

Consistently, skillfully and intentionally integrating available technology to design & deliver instruction and assessment.

Criteria 8 -- Involving and collaborating with families, neighborhoods and communities

Career

Actively engaging and pursuing partnerships with respect to student's cultural identity within and beyond their teaching context, including parent and community partnerships that result in greater educational opportunities

Standard 2 - Professional Development

Criteria 1 -- Utilizing feedback and reflection to improve teaching practice

Career

Evaluating the effects of his/her teaching by seeking feedback from families, students, colleagues, administrators and through self-reflection.

Criteria 2 -- Using standards for self-assessment, plan and implement professional growth

Career

Drawing on a variety of data sources to assess professional performance, articulating short and long-term professional learning goals, implementing a PGP and evaluating the impact of that learning on classroom performance.

Criteria 3 -- Seeking new learning to remain current in field

Career

Seeking out new learning from the field and applying to teaching assignment and student learning.

Standard 3 - Teaching as a Profession

Criteria 1 -- Advocating for diverse needs of each student

Career

Championing development or selection of curricula, programs, instructional materials or assessments that challenge all students to meet high academic standards, including those who have special education needs or language differences.

Criteria 2 -- Collaborating in and contributing to school improvement

Career

Demonstrating competency involved with teaching adult learners in order to appropriately collaborate and lead in workgroups, professional learning communities, workshops, or other contexts. Sharing the impact of professional learning on student learning.

Criteria 3 -- Serving in formal and informal leadership roles

Career

Serving in formal and informal leadership roles, such as a team leader, teacher educator, mentor, instructional coach, professional development facilitator or school improvement team leader, peer reviewer, or contributing to cultural relevance and education policy at the local, state or national level.

Criteria 4 -- Providing meaningful feedback to colleagues

Career

Providing meaningful feedback that helps colleagues improve as they continuously revise their work toward meeting ever-higher standards.

There are three standards 1) effective teaching, 2) professional development, and 3) teaching as a profession. Each standard is comprised of multiple criteria; for each criterion there are three levels of the career continuum (residency, professional, and career).